

# Reading Challenge

## Handbook for school organisers



# **Acknowledgements**

Section 6, page 49: *Scarecrows* by Hazel Townson, Methuen Children's Books Limited, 1989

Section 3, OHT 5: from *Bright Ideas Teacher's Handbook: Reading*, Scholastic, 1987

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# Section 1

## Introduction, outline and rationale of the scheme

Reading Challenge is part of a 'toolkit' provided to schools by the Key Stage 3 Strategy to help them provide catch-up intervention for pupils performing below expectations for their age. Other parts of the toolkit include: *Writing Challenge*, Literacy Progress Units, and *Targeting Level 4 in Year 7: English*. One advantage of Reading Challenge is its flexibility. It can be organised around secondary school timetables and is economical with teacher time, fitting well with schemes, such as paired reading and academic mentoring, that are already established or being planned in many schools.

### Who can benefit from Reading Challenge?

Reading Challenge is a scheme designed to help pupils whose reading skills are about two years below expectations. They might be Year 7 pupils who have been assessed at level 3 in reading at the end of Key Stage 2, or Year 8 pupils whose reading skills were shown to be at level 3–4 by the Progress test or by teacher assessment at the end of Year 7. It is not designed to support pupils who have been identified as having specific learning difficulties in literacy and who may have a statement of special educational needs.

### How does the scheme work?

The scheme works by identifying a key reading target for each pupil and then individual coaching towards this target is provided. The scheme should be organised by a teacher who has been trained in the process. There are five steps.

#### Step 1: Identification of the pupil group

A target group of pupils who could benefit from the scheme is identified. The school then seeks the agreement of these pupils and their parents to take part in the scheme.

#### Step 2: Recruiting coaches

Volunteer coaches are recruited; their number is dependent on the school's resources. They can be teaching assistants, adult volunteers or senior pupils and will be given a half-day of training by the school.

#### Step 3: Diagnosis by the school organiser

The teacher who is organising the scheme analyses the pupil's reading using a reading interview and sets individual targets to match the pupil's most pressing need.

### **Step 4: Pupils receive coaching that is matched to their target**

Pupils and their coaches meet regularly at agreed times over a set period of up to ten weeks. The coaching process is governed by the nature of the pupil's target.

### **Step 5: Review of progress against target**

At the end of the process, the school organiser assesses pupil progress against the target, rewards success and possibly sets a further challenge.

## **Rationale for the scheme**

The scheme aims to motivate weak readers and coach them to make progress on a specific target that has been identified through a diagnostic process. It is consistent with approaches in the National Literacy Strategy and across the rest of the Key Stage 3 Strategy and takes account of the following points.

### **Reading**

- Lack of confidence and negative attitudes to reading can affect performance and make it difficult for pupils to improve.
- Reading improves with practice – some pupils read poorly because they have read so little.
- The ability of some pupils to benefit from independent reading is limited by a lack of knowledge of the world of books so that they consistently fail to select from an appropriate range of texts.
- Some pupils read with a good level of fluency and accuracy but do not engage effectively with the meaning of texts.
- Readers need to know and understand how to apply four key strategies when reading a challenging text – these are the 'searchlights' described in the National Literacy Strategy *Framework for teaching* (DfES 0500/2001).

### **Teaching and learning**

- Some pupils need additional tuition to bring them up to expected standards.
- Some pupils respond well to individual coaching as it increases motivation.
- Coaching is most effective when based on the diagnosis of a pupil's strengths and weaknesses.
- Coaching can be focused effectively by an appropriate short-term target.
- Volunteer coaches can be effective when trained in clear and simple processes.

- The key processes in coaching rely on motivating through praise, giving clear feedback on current performance, setting appropriate tasks for practice and filling identified gaps in knowledge and understanding.

### **The school context**

- Teacher time is a precious resource and cannot often be used for one-to-one coaching.
- One-to-one meetings between coaches and pupils can be organised flexibly within and around the school day to suit the individuals concerned and to cause the minimum amount of disruption to other learning.

## Section 2

# The five steps of the scheme

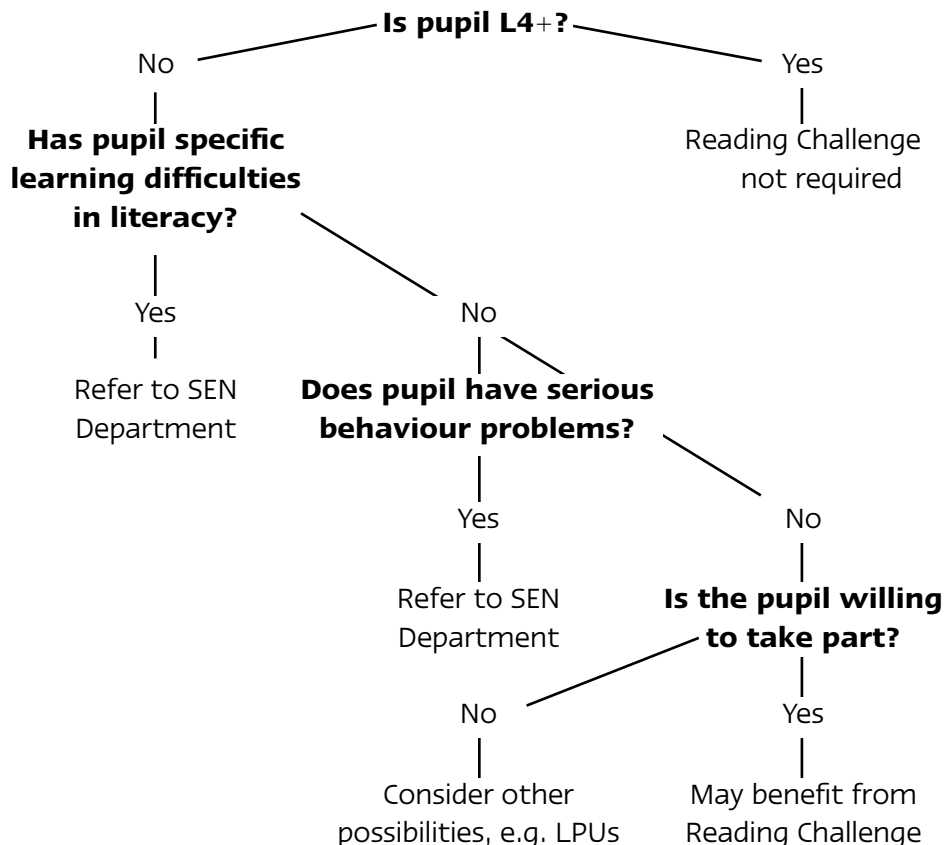
### Step 1: Identifying the pupil group

Identifying the right pupil group is crucial to the effective operation of Reading Challenge. For Year 7 pupils, the target group will be identified initially from their achievement in primary school. They will be pupils who have been assessed at level 3 in the reading test at the end of Key Stage 2 and also by teacher assessment. Pupils who were assessed as level 4 in the test but level 3 by their teacher, or level 3 in the test but level 4 by their teacher, should also be considered. It is useful to consider the pupil's actual mark in the test, as this is a guide as to whether pupils are secure in the level they have been awarded.

For pupils in Year 8, there will be additional assessment information to consider. The pupils will have a reading score in the Progress test at the end of Year 7 that places them below level 4 or shows them just scraping into this level by one or two marks. Other reading test information may show them to be about two years behind in their reading development.

The diagram below shows other considerations when identifying the target group of pupils. As shown, the scheme is not intended for pupils who have been identified as having special educational needs; it is designed primarily to give a boost to readers who are achieving below expectations and who can catch up with additional focused support.

### Identifying the target group



When the target group has been identified in this way, it may be that the number of pupils exceeds the school's capacity to provide Reading Challenge. This capacity depends on:

- the amount of teacher time available to assess pupils;
- the number of coaches that can be recruited;
- the amount of time the coaches are prepared to contribute to the scheme.

A rough guide would be that ten hours of teacher time and about ten coaches prepared to spend about one hour a week are needed to run Reading Challenge for a group of 20 pupils over a term.

If, because of insufficient capacity, a selection has to be made within the target group, it is better to choose those pupils who will benefit most. The following list of questions might help in this.

- Is this the only support the pupil will receive for reading (e.g. Literacy Progress Units)?
- Is the pupil reliable (e.g. a regular attender)?
- Are the pupil's parents likely to support the scheme?
- Is the pupil organised (e.g. prepared for lessons, remembers equipment)?
- Is the pupil likely to relate easily to a volunteer coach?

If the answer to most or all of these questions is 'no', then this pupil is likely to prove too challenging for coaches at this point and the school organiser should consider giving other pupils the opportunity to take part. Once the scheme is up and running and the coaches have gained experience, it may be possible to draw more challenging pupils in.

The fact that a pupil is having additional tuition through the Literacy Progress Units scheme should not in itself be seen as a disqualifying factor – work in one scheme will reinforce the other – but difficult decisions have to be made where capacity is limited.

Once the pupils have been identified, they and their parents should be informed about the scheme and invited to take part. The support of parents will be essential to the success of the scheme. A model letter to parents that can be used for this purpose is included on page 45 in section 6 of this file.

## **Step 2: Recruiting coaches**

A range of people may take on the coaching role:

- teaching assistants;
- mentors;
- adult volunteers;



- student teachers;
- senior pupils.

Coaches should be able to relate well to pupils of this age group and be able to motivate them. It is likely that over half of the target pupils will be boys, so the school may want to consider a balance of male and female coaches.

Individual schools will know best where they can recruit their coaches. It may be that work with Reading Challenge would fit well into the programme of teaching assistants and mentors already in place. Schools may already have good community links with a tradition of adult volunteers helping in school. Many schools already use older pupils to read with younger pupils and, in these cases, Reading Challenge could be introduced as a further development to arrangements already in place.

Important considerations for coaches include the following.

- All coaches will need to be trained in the scheme.
- Schools will need to satisfy themselves of the suitability of all coaches. This will include the necessary checks on adults and an assessment of the ability and aptitude of pupil coaches.
- Coaches need to be clear about the level of commitment they are making and should be in a position to fulfil their commitment reliably.

It will be important to stress the incentive for coaches to take part. Adults will learn from the training and will have the satisfaction of helping a youngster to improve in an important life skill. Pupil coaches will also learn from the experience and will be able to have their participation accredited, perhaps through the Duke of Edinburgh Award scheme or simply as part of their CV when applying for higher education or employment. Pupils considering a career in teaching or youth work would find this opportunity particularly useful.

It is only when the coaches have been recruited and have committed themselves to a given amount of time per week that final decisions can be made on the number of pupils to take into the scheme. A rough guide is that one hour of coaching per week will provide for two pupils.

### **Example:**

Total number of coaches = 10

5 coaches commit themselves to two hours per week = 20 pupils

5 coaches commit themselves to one hour a week = 10 pupils

Total number of pupils in the scheme = 30

Requirement in teacher time across the term = up to 15 hours  
(30 x 15–20 minutes for initial diagnosis and 30 x 10 minutes for end-of-term review)

If coaches are plentiful, it may be that the amount of available teacher time will be the deciding factor in the number of pupils taken into the scheme. If, in the example above, only ten hours of teacher time were available, then the number of pupils would have to be reduced and fewer coaches would be required.

### **Step 3: Diagnosis by the school organiser**

Once the target group has been identified and the coaches have been recruited, the next step is to diagnose each pupil's reading and decide on a key area for development. Many of these pupils will be struggling in most or all aspects of reading, but Reading Challenge works by prioritising one key factor and focusing the coaching directly on this. The process of diagnosis is designed to identify one priority and set a target against which the pupil can be coached to make progress. Other priorities can be addressed later.

The process of diagnosis is based on:

- information from the primary school on the pupil as a reader;
- any assessment of the pupil's reading that has already been made in secondary school;
- a 15-minute reading interview.

#### **The process**

- 1 Consider relevant information on the pupil already at hand
- 2 Carry out the reading interview and complete the reading profile sheet
- 3 Identify the pupil's key area for development
- 4 Set an appropriate target
- 5 Identify the appropriate coaching strategy

#### **The reading interview**

The main aim of the reading interview is to assess the pupil's reading behaviour and attitude to reading. It is not designed as an accurate measure of a pupil's attainment or to give a reading age. The pupils will have already been assessed as reading below the expected level for their age by the end of Key Stage 2 test.

The reading interview falls into two parts:

- talking with the pupil about books and reading;
- hearing the pupil read aloud, followed by questioning and discussion on the reading.

During the interview, the school organiser can make notes on the record sheets provided in these materials (see section 6). After the interview, these notes can be used to support the completion of the pupil's reading profile – also included in these materials (see section 6).

## Reading interview - Part 1

The interview should take place in a quiet environment which is likely to be free from interruptions. Ensure that the pupil is settled and relaxed. This may take longer if the pupil is not already known to you and may mean that the interview takes longer than 15 minutes. Explain that you want to work together on reading so you can decide how to help and set them the best Reading Challenge. Most pupils are familiar with targets and target setting.

Use the key questions and any supplementary questions you need in order to complete the relevant part of the record sheet. The sheet can be completed while you are talking with the pupil by underlining the most appropriate statements in the centre column and making brief notes on the right if necessary. A photocopiable version of this sheet is provided in section 6, pages 46–47.

## Reading interview - Part 1 record sheet

Key questions	Response	Other responses
Do you like reading to yourself?	Very positive Positive Negative: <i>boring, hard work, slow, pointless, better things to do</i>	
What sort of thing do you choose to read by yourself?	Fiction: <i>regularly, sometimes, never</i> Information books: <i>regularly, only in the library, never</i> Magazines: <i>regularly, sometimes, never</i> Picture books, comics: <i>regularly, sometimes, never</i> Newspaper articles: <i>regularly, sometimes, never</i> TV guide: <i>regularly, sometimes, never</i> Environmental (e.g. CD covers, cereal packet): <i>regularly, sometimes, never</i> Nothing	

Key questions	Response	Other responses
What have you read recently?	Shows knowledge of a range of reading material of appropriate difficulty and how to access it	
Can you think of any books that you would find interesting or useful to read next?  Where would you find them?	Shows some knowledge but lacks detail or range - mentions well-known but unlikely material (e.g. <i>Treasure Island</i> ) Shows little knowledge or interest in the world of print	
Why do you read?	To get information Enjoyment School work Made to Nothing else to do	
Where do you regularly do some reading?	Home Home in bed In class Library Bus/train/car	
How do you feel if someone asks you to read something to yourself? Why do you think you feel like this?	Fine Depends what it is A bit worried Threatened/unhappy	
How do you feel if someone asks you to read something out loud? Why?	Fine Depends what it is A bit worried Threatened/unhappy	

## Reading interview - Part 2

To complete this part of the interview, you need two pieces of text taken from books used regularly with Year 7 or Year 8 pupils. One should come from a fiction book that is read in English, the other from a non-fiction text used in another curriculum area. It would be worth running a readability check on the passages. A reading age of between 10 and 11 would be most suitable. The text should be long enough to yield a number of questions and, if it is an extract, needs to make sense on its own without requiring other contextual knowledge. Alternatively, the texts and questions included in these materials (see section 6, pages 49–50) can be used.

Ask the pupil to read the fiction text aloud. Do not intervene unless the pupil becomes completely stuck on a word. Leave enough time to see what strategies the pupil will apply when faced with an unfamiliar word. If the pupil reads inaccurately, see whether self-correction is used and whether or not the inaccurate reading makes sense. When the pupil has read the text, ask some questions to check for comprehension. At least one question should require some inference and/or deduction. See the questions on the supplied reading passages in section 6 (pages 49–50) for examples of this kind of question. Those questions requiring an element of inference or deduction are marked with an asterisk. Repeat the process with the second text.

During and just after the reading, complete the Part 2 Record sheet (photocopiable version in section 6, p.48) by underlining any positive or negative indicators observed. Some teachers may also want to complete a simple running record (miscue analysis) while the pupil is reading, to record valuable evidence about the positive and negative indicators mentioned on the record sheet. There are a number of ways of doing this (many teachers will already have their own preferred version), however a simple form of analysis is suggested in Appendix 3 of this handbook. Although a running record is recommended, it may prove difficult for teachers who have no experience in working this way. If a running record is not kept, it is essential that the teacher highlights positive and negative indicators on the record sheet during the reading so that all the judgements do not have to be made retrospectively.

## Reading interview – Part 2 record sheet

Key judgement	Positive indicators	Negative indicators
Does the pupil read for meaning?	<ul style="list-style-type: none"> <li>Attempts to self-correct errors that upset meaning</li> <li>Reads with some expression</li> <li>Pays attention to punctuation</li> <li>Can answer basic information retrieval questions</li> <li>Can answer questions requiring some inference</li> <li>Can sum up what a piece of text is about</li> </ul>	<ul style="list-style-type: none"> <li>Reads in a monotone</li> <li>Reads through punctuation</li> <li>Finds it difficult to answer questions on text</li> <li>Unable to sum up main point of text</li> <li>Just wants to get through it – not worried if it makes sense</li> </ul>
Does the pupil apply a range of reading strategies?	<ul style="list-style-type: none"> <li>Uses context cues to predict</li> <li>Self-corrects using grammar knowledge</li> <li>Rereads the preceding words when stuck</li> <li>Reads on in sentence and goes back to problem word</li> <li>Recognises common words immediately</li> <li>Tries to break down longer words to read them</li> <li>Sounds out problem words</li> </ul>	<ul style="list-style-type: none"> <li>Has no strategy for reading unfamiliar words</li> <li>Relies heavily on just one strategy</li> <li>Unable to blend phonemes effectively</li> <li>Makes wild guesses based on looking at only part of the word</li> <li>Substitutes words which look similar to the word on the page</li> </ul>
What was the pupil's attitude to the reading task?	<ul style="list-style-type: none"> <li>Willing to read</li> <li>Shows interest in the content</li> <li>Concentrates well</li> </ul>	<ul style="list-style-type: none"> <li>Unwilling to have a go at unfamiliar words</li> <li>Wants to give up</li> <li>Fidgets, yawns and sighs</li> <li>Responds with anxiety or hostility to questions</li> </ul>
Does the pupil recognise differences between the two texts?	<ul style="list-style-type: none"> <li>Uses terms <i>fiction</i> and/or <i>non-fiction</i></li> <li>Uses terms such as <i>story</i> and <i>information text</i></li> <li>Can explain why someone might choose to read each text</li> <li>Mentions features, e.g. speech in fiction text</li> </ul>	<ul style="list-style-type: none"> <li>Mentions insignificant features, e.g. length</li> <li>Shows little sense of the purpose or intended readership of the texts</li> <li>Not clear where such texts might be found</li> </ul>

After the interview, the reading profile sheet is completed. The school organiser must make four 'best fit' judgements based on what has been learned about the pupil's reading by ticking against, or highlighting, the most appropriate statement in each section. This profile is used to decide the pupil's target and the key strategies that the coach will use. See page 17 for advice on the process of target setting. A photocopiable version of this form is provided in section 6, pages 51-52.

### Reading profile sheet for \_\_\_\_\_ (pupil's name)

Attitude	
Negative attitude to reading overall - reads very little - employs avoidance strategies	1 <input type="checkbox"/>
Accepts you have to read sometimes but does not read from choice - reads little	2 <input type="checkbox"/>
Sees reading as instrumental - will read for a purpose to get specific information - some voluntary reading but not extended	3 <input type="checkbox"/>
Positive about reading - might seek out reading material and enjoy reading but reading is still limited either by amount or repertoire	4 <input type="checkbox"/>

Book knowledge	
Reads little and has limited knowledge of the world of books and how to access it - may not distinguish between fiction and non-fiction	1 <input type="checkbox"/>
Displays some knowledge of a limited range of reading material and how to access it	2 <input type="checkbox"/>
Displays knowledge of a wider range of reading material and how to access it	3 <input type="checkbox"/>
Some evidence that the pupil can seek out a range of appropriate reading material independently	4 <input type="checkbox"/>

Reading for meaning	
No evidence of an active search for meaning and little comprehension	1 <input type="checkbox"/>
Some evidence of an active search for meaning - understands text at a basic level	2 <input type="checkbox"/>
Has the right approach to text but understanding is limited to what is stated literally	3 <input type="checkbox"/>
May be a slow reader but gains a good understanding of the text at all levels	4 <input type="checkbox"/>

Reading strategies	
<p><b>Either</b> Does not apply any appropriate reading strategies - simply sticks on unfamiliar words</p> <p><b>Or</b> Tries to sound out words but lacks the phonic knowledge to do this effectively</p>	<p>1 <input type="checkbox"/></p> <p>1 <input type="checkbox"/></p>
<p><b>Either</b> Relies almost entirely on guessing strategies when stuck and does not make appropriate use of phonic/graphic cues</p> <p><b>Or</b> Relies almost entirely on sounding out when stuck and does not make use of context cues</p>	<p>2 <input type="checkbox"/></p> <p>2 <input type="checkbox"/></p>
Uses a range of strategies but these are not always applied to good effect	3 <input type="checkbox"/>
Uses a range of strategies when appropriate	4 <input type="checkbox"/>

Target
Coaching



## Deciding on the target and coaching strategy

The 'best-fit' judgements on the reading profile will allow you to work out a total score for each pupil.

- 4-6 Pupil is struggling overall. Choose the weakest area as a starting point.
- 7-11 Pupil probably has both strengths and weaknesses identified on the profile. Choose the key area for development.
- 12-16 Pupil has many strengths and may have one area that is clearly weaker. If not, it might be difficult to justify inclusion in the scheme.

Where the reading profile shows a pupil to be equally weak in more than one area, a judgement has to be made about which is to be the area of focus. Additional information on the pupil can be referred to at this point. If a pupil's use of reading strategies is one of the weakest areas, there is a case for this to be the first priority.

Once it has been decided which of the following four areas is the pupil's main area for development, then the 'core' of the scheme suggests possible targets and coaching strategies linked to them.

The four 'Top challenges'

- Attitude
- Book knowledge
- Reading for meaning
- Reading strategies

The core of the scheme follows on the next pages. Note that the reading strategies area requires particular care when setting targets because there is greater differentiation of the pupils who are to be coached in this category. It is also necessary to think carefully before setting a target relating to attitude. Pupils very often have a negative attitude to reading partly because they are struggling in another area. If this is the case, it is important to direct the coaching to this other area first. Coaching for attitude is therefore, in the first instance, for those pupils who could be defined as 'can read, won't read' and who are slow readers only through lack of experience and practice.

## Reading Challenge – The core

### Attitude

Key reader characteristics	Top challenge	Targets	Coaching strategy	Key questions
<ul style="list-style-type: none"> <li>Probably around average ability but struggles through lack of reading experience</li> <li>Claims to hate reading/books</li> <li>Seeks to avoid engaging with text</li> </ul>	To use reading as an ally in my quest for understanding	<ul style="list-style-type: none"> <li>Target 1: Read more text</li> <li>Target 2: Recognise that reading can be useful and interesting</li> <li>Target 3: Talk constructively about a text that has been read</li> </ul>	<ul style="list-style-type: none"> <li>Free choice of text</li> <li>Frequent, short meetings</li> <li>Positive feedback on quantity of text read and on what has been gained from reading it</li> </ul>	<ul style="list-style-type: none"> <li>Tell me about what you have read?</li> <li>What have you found out?</li> <li>How has it been useful/enjoyable?</li> </ul>

This challenge is for pupils whose profiles show some proficiency in the other areas (scores of 3 or 4), but score only 1 or 2 on attitude. These are pupils who can read but choose to read so little that their reading skills are unlikely to improve much beyond the present level if left unsupported.

## Reading Challenge – The core

### Book knowledge

Key reader characteristics	Top challenge	Targets	Coaching strategy	Key questions
<ul style="list-style-type: none"> <li>Probably around average ability but struggles through lack of reading experience</li> <li>Often seems to select inappropriate material to read</li> <li>May say that reading is boring but is not totally negative</li> </ul>	To find and read texts that will help me in my quest for understanding	<ul style="list-style-type: none"> <li>Target 1: Know where to look for reading material</li> <li>Target 2: Know how to select material that will be appropriate and interesting</li> <li>Target 3: Read more text</li> <li>Target 4: Extend the range of reading material</li> </ul>	<ul style="list-style-type: none"> <li>Support with text selection</li> <li>Joint visit to library/bookshop/newsagent</li> <li>Text recommendation</li> <li>Positive feedback on new choices and quantity of reading</li> </ul>	<ul style="list-style-type: none"> <li>What kind of thing do you want/need to read?</li> <li>How and where do we find it?</li> <li>This is what I've been reading. Would this sort of thing interest you?</li> </ul>

This challenge is for pupils whose profiles show reasonable scores (3 or 4) for reading for meaning and reading strategies. They may score as low as 2 for attitude but the main reason for their disaffection is their lack of knowledge of the world of books and other text forms. They select texts which are of unsuitable reading difficulty, do not know what fiction they might enjoy and have poor strategies for locating useful non-fiction material. These are pupils who are occasionally positive about reading when, by chance, they happen on the 'right' text. These are also pupils whose reading suffers from lack of practice; they do not read very much and the narrow range of their reading material limits the potential for extending their skills.

## Reading Challenge – The core

### Reading for meaning

Key reader characteristics	Top challenge	Targets	Coaching strategy	Key questions
<ul style="list-style-type: none"> <li>• Reads aloud with reasonable fluency and accuracy but shows little understanding</li> <li>• Often does not self-correct for sense</li> <li>• May read across text boundaries with little sense of doing so</li> <li>• Lacks strategies for returning to a text to find information</li> <li>• Sees reading as a text processing activity, not as a purposeful search for meaning</li> <li>• Finds it difficult to reflect on what has been read</li> </ul>	<p>To find the meaning in the texts that I read</p>	<ul style="list-style-type: none"> <li>• Target 1: Be able to say what a text you have read is about</li> <li>• Target 2: Be able to answer questions on a text</li> <li>• Target 3: Be able to go back and find a piece of information in a text</li> </ul>	<ul style="list-style-type: none"> <li>• 15–20 minute meetings to allow time for some joint reading with questions</li> <li>• Key questions</li> <li>• Asking for predictions and summaries</li> <li>• Referring reader back to key point in the text for rereading</li> <li>• Underlining important words or sentences</li> <li>• Rereading headings and subheadings</li> <li>• Masking some words and asking for an educated guess</li> <li>• Positive feedback on good understanding</li> </ul>	<ul style="list-style-type: none"> <li>• What were the main points?</li> <li>• Who? What? Why? When? How? How do you know?</li> <li>• Where would you look to find that out?</li> <li>• Why did you underline that bit?</li> </ul>

This challenge is for pupils who read with a fair degree of fluency and accuracy because they have good reading strategies. Their profiles are low on this aspect because, on questioning, they demonstrate little understanding. These are pupils who can process text but do not engage with the meaning it is supposed to communicate. These pupils must learn to reflect on their reading, to question, make predictions and draw conclusions.

## Reading Challenge – The core

### Reading strategies

Key reader characteristics	Top challenge	Targets	Coaching strategy	Key questions
<ul style="list-style-type: none"> <li>• Reader lacks fluency and accuracy</li> <li>• Fails to apply useful strategies when stuck</li> <li>• Makes wild guesses based on only one cue</li> <li>• Relies only on sounding out when stuck</li> <li>• Does not use phonic strategies effectively</li> </ul>	To shine all four reading searchlights on to the texts that I read	<ul style="list-style-type: none"> <li>• Target 1: Try to read unfamiliar words on your own</li> <li>• Target 2: Be able to sound out words you don't know</li> <li>• Target 3: Be able to look at the whole of a word to read it</li> <li>• Target 4: Be able to use the rest of the sentence to help with a difficult word</li> <li>• Target 5: Be able to use other clues on the page to help read accurately</li> </ul>	<ul style="list-style-type: none"> <li>• 15-20 minute meetings to allow time for some joint reading</li> <li>• Go back to first inaccurate word in paragraph and ask reader to reread</li> <li>• Ask reader to look at the whole word</li> <li>• Ask reader to sound out the word</li> <li>• Ask reader to use context cues</li> <li>• Positive feedback on good use of strategies when stuck</li> </ul>	<ul style="list-style-type: none"> <li>• What can we do if we don't know a word?</li> <li>• Where else can we look for clues?</li> <li>• What would make sense in this sentence?</li> </ul>

These are pupils whose reading lacks fluency and accuracy because they do not employ the full range of strategies available to them. When they meet an unfamiliar word, they find it hard to deal with it successfully. Pupils with a low score in this area should be set this challenge as a priority even if they have low scores in other aspects. Teachers unfamiliar with the 'searchlights' model of reading should refer to Appendix 2.

It is recommended that the reading of pupils with a score of 1 is analysed further through the use of a running record before the target is set. These pupils may well need the *Phonics Literacy Progress Unit* (DfEE 0477/2001). Set targets 1 and/or 2.

Pupils with a score of 2: the profile distinguishes between those pupils who are weak on the application of context and grammar searchlights (set targets 4 and 5) and those who are weak on the application of the phonic and word recognition searchlights (set targets 2 and 3).

## **Step 4: Pupils receive coaching which is matched to their target**

Once the analysis of the pupil's reading has been completed, the next step is to allocate a coach and set up the process of coaching the pupil to make progress against the target set. It is worth taking account of gender and personality factors when matching coaches to pupils.

Arrange a brief meeting to introduce the coach and the pupil to each other. At this meeting, the following matters are organised and agreed.

- The pupil is given his or her challenge and this is recorded in the Reading Challenge log together with the date the challenge is to be completed and reviewed by the school organiser.
- The coach notes the pupil's target and the coaching strategy to be followed in their record book.
- The expectations of the pupil are explained clearly.
- The coach and the pupil agree the time and place of their first meeting and note this in their books.
- The pupil notes what needs to be done before this meeting and what, if anything, needs to be brought to the meeting. It may be most efficient to manage this process by bringing all the pupils and coaches together at one time. In this case, the pupils' challenges will need to be written into their books in advance.

At the start of the challenge, the school organiser must be satisfied that:

- the coach and the pupil understand how the coaching will proceed;
- an appropriate place has been identified for the coaching activity to take place.

During the challenge, the school organiser should:

- be ready to intervene if the coaches or pupils report problems;
- check informally with coaches and pupils that all is going well when the opportunity arises;
- monitor a sample of coaches' record books after two weeks to check for problems.

The coaching period can be flexible but should be at least six weeks and could be for a whole term. School organisers may want to stagger the finishing date for the challenges so that all the reviews do not come at once.

See also section 3 – Training the coaches.

## Step 5: Review of progress against target

At the end of the challenge period, the school organiser arranges to meet the pupils to review their progress against their targets. The aim of the review is to establish the most appropriate outcome and next steps. A progress review sheet is available in section 6, pages 53–54, if required.

The school organiser could decide that:

- good progress towards the target has been made. In this case the challenge has been successfully completed and the pupil will receive a reward (e.g. a certificate as shown on the first page after page 54 in section 6). Using the pupil's reading profile, the school organiser can then decide whether to set the pupil a new challenge or suggest they exit from the scheme;
- some progress has been made. In this case the pupil will receive a reward (e.g. certificate as shown on the second page after page 54 in section 6), but the challenge will be extended for a further period of time and coaching will continue. This option is only suitable where there is evidence that the process of coaching has been working satisfactorily. It is not worth extending the coaching period where the reason for limited progress seems to be related to problems such as lack of reliability or effort;
- little progress has been made. Ideally, no pupils will reach the end of the challenge period in this position, as problems will have been picked up and dealt with earlier. Decisions will need to be made about pupils in this category based on whether this scheme might continue to be suitable but with extra pastoral support, or whether they might benefit more from another form of intervention.

## Assessing pupil progress

The review process does not aim to quantify progress but seeks to establish:

- how well the pupil has participated in the scheme;
- the extent to which there are positive signs of a change of reading behaviour in the area targeted by the challenge.

## Participation

To make a judgement against the first criterion of **participation**, the school organiser will need to see the coach's record and final comment and look at the pupil's Reading Challenge log. The pupil can be judged to have **participated well** if there is evidence from the record books that:

- the pupil has attended all or most of the coaching sessions;
- the pupil has undertaken the reading and the other tasks set;
- the coach always, or nearly always, comments positively on the pupil's engagement during the coaching sessions.

The pupil can be judged to have **participated satisfactorily** if there is evidence from the record books that:

- the pupil has attended 90% of the coaching sessions;
- the pupil has undertaken most of the reading and the other tasks set;
- the coach comments positively on the pupil's engagement during most of the coaching sessions.

## Reading behaviour

To make a judgement against the second criterion of **reading behaviour**, the school organiser can take evidence from the record books and carry out a brief review activity matched to the pupil's target.

If the challenge was related to the pupil's **attitude to reading**, the school organiser will be looking in the record books for evidence that the pupil is reading more text and commenting more favourably on the usefulness of reading. The review activity would be to revisit the attitude-related questions from the original reading interview to note any differences in response.

The pupil can be judged to have made **good progress** if:

- there is evidence that the pupil has been reading more text independently and has often commented constructively on the reading.

The pupil can be judged to have made **satisfactory progress** if:

- there is evidence that the pupil has been reading more text independently and has sometimes commented constructively on the reading.

If the challenge was related to the pupil's **book knowledge**, the school organiser will be looking in the record books for evidence that the pupil is beginning to develop better strategies for selecting more appropriate texts and reading a wider range of texts. The review activity would be to revisit some of the questions related to book choice from the original reading interview and to note any differences in response.

The pupil can be judged to have made **good progress** if:

- there is evidence that the pupil has found, selected and read some appropriate material on a number of occasions and is reading more text independently.

The pupil can be judged to have made **satisfactory progress** if:

- there is evidence that the pupil is developing the ability to find, select and read appropriate material and is beginning to read more text independently.



If the challenge was related to **reading for meaning**, the school organiser will be looking in the record books for evidence of better understanding demonstrated through answering questions, summing up main points and so on. The review activity would be to hear the pupil read a short passage, noting the positive and negative indicators from the 'Does the pupil read for meaning?' section of the reading interview record sheet.

The pupil can be judged to have made **good progress** if:

- there is evidence that the pupil has been focusing more successfully on the search for meaning while reading texts in the coaching sessions and there is some clear evidence of improvement from the review activity.

The pupil can be judged to have made **satisfactory progress** if:

- there is evidence that the pupil has been focusing more successfully on the search for meaning while reading texts in the coaching sessions and there are some initial signs of improvement from the review activity.

If the challenge was related to **reading strategies**, the school organiser will be looking in the record books for evidence that the pupil is attacking unfamiliar words with greater confidence and using a range of strategies. The review activity would be to hear the pupil read a short passage, noting the positive and negative indicators from the 'Does the pupil use a range of reading strategies?' section of the reading interview record sheet.

The pupil can be judged to have made **good progress** if:

- there is evidence that the pupil is willing to have a go at challenging words and applies some or all of the searchlights to solve the problem – usually with success.

The pupil can be judged to have made **satisfactory progress** if:

- there is evidence that the pupil is willing to have a go at challenging words and applies some of the searchlights to solve the problem – with more success than when originally assessed.

It is important that the pupils complete their challenge on a positive note and that they are rewarded for their effort and progress both through praise and through some kind of tangible reward, which could include:

- certificates such as those shown after page 54 (section 6);
- tokens or vouchers – possibly from a local business sponsor;
- communication to parents or guardians.

The school organiser should record the outcome of the review and, where appropriate, set up the next stage of the process by setting a new challenge.

## Section 3

# Training the coaches

This is a half-day (2.5-hour) training session for Reading Challenge coaches. All the OHTs and handouts you will need to run the session are provided in section 6 – Resource sheets. All coaches will need a copy of the *Coach's handbook*. You can have these made up from the appropriate pages found in section 5. In addition to an overhead projector, you will need a video player.

The training is organised as follows:

Session 1: Introducing Reading Challenge (10 minutes)

Session 2: The reading process – what we do when we read (20 minutes)

Session 3: Working with struggling readers (20 minutes)

Session 4: Running coaching sessions using the *Coach's handbook* (40 minutes)

Session 5: Meeting your reader and keeping a record (30 minutes)

Session 6: Reading Challenge in action – video material (30 minutes)

All timings are approximate and can be adapted to suit your particular circumstances.

### Session 1: Introducing Reading Challenge

Aim of the session:

- To make coaches aware of the structure of the Reading Challenge scheme.

You will need to explain that:

- Reading Challenge is a scheme designed to help pupils in Year 7 and Year 8 who are struggling with the reading they are required to do in school;
- the scheme is organised by a teacher who identifies the pupils who may benefit from Reading Challenge and sets a key reading target for each pupil;
- older pupils, teaching assistants or adult volunteers are given training so that they can provide individual coaching for pupils to help them reach their target;
- there are five steps in the Reading Challenge scheme.



**10**  
MINUTES

Show **OHT 1** and explain the five steps in the scheme using the notes below. Explain how far you have got in implementing the scheme in your own school and comment on any local adaptations that have been made.

### Step 1 – Identifying pupils who may benefit from Reading Challenge

- A group of pupils who might benefit from the scheme is identified.
- The pupils need to agree that they will participate in the scheme.
- Parents or guardians of the selected pupils will need to give their permission too.

### Step 2 – Recruiting coaches

- A number of volunteer coaches are recruited. These may be older pupils, teaching assistants, mentors, student teachers or parent volunteers.
- A half-day of training is provided for the coaches.

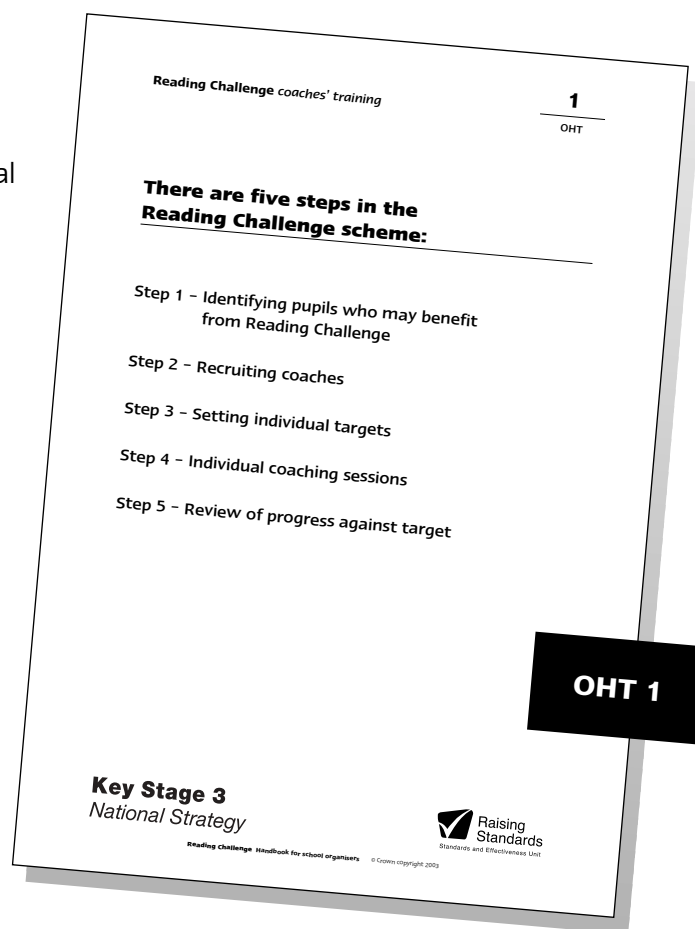
### Step 3 – Setting individual targets

The teacher who is organising the scheme:

- analyses pupils' reading skills using a reading interview;
- completes a reading profile for each pupil;
- sets individual targets to help improve pupils' reading skills.

### Step 4 – Individual coaching sessions

- Pupils and their coaches meet regularly at agreed times over a period of up to ten weeks.
- Coaches use particular strategies outlined in the *Coach's handbook* to help pupils to work towards their targets.
- Coaches keep records of the sessions and give feedback to the school organiser.



## Step 5 – Review of progress against target

The school organiser:

- assesses pupil progress against the target;
- rewards success and may set a further challenge if required.

Check that everyone understands so far. Talk through any questions.

Explain that you are moving on to session 2, which will look at the reading process and examine what we do when we read.

## Session 2: The reading process – what we do when we read



**20**

MINUTES

Aims of the session:

- To explore the reading process.
- To make coaches aware of the terms *phonics*, *word recognition*, *knowledge of grammar* and *knowledge of context*.
- To introduce coaches to the searchlights model of reading.

You may wish to say something like:

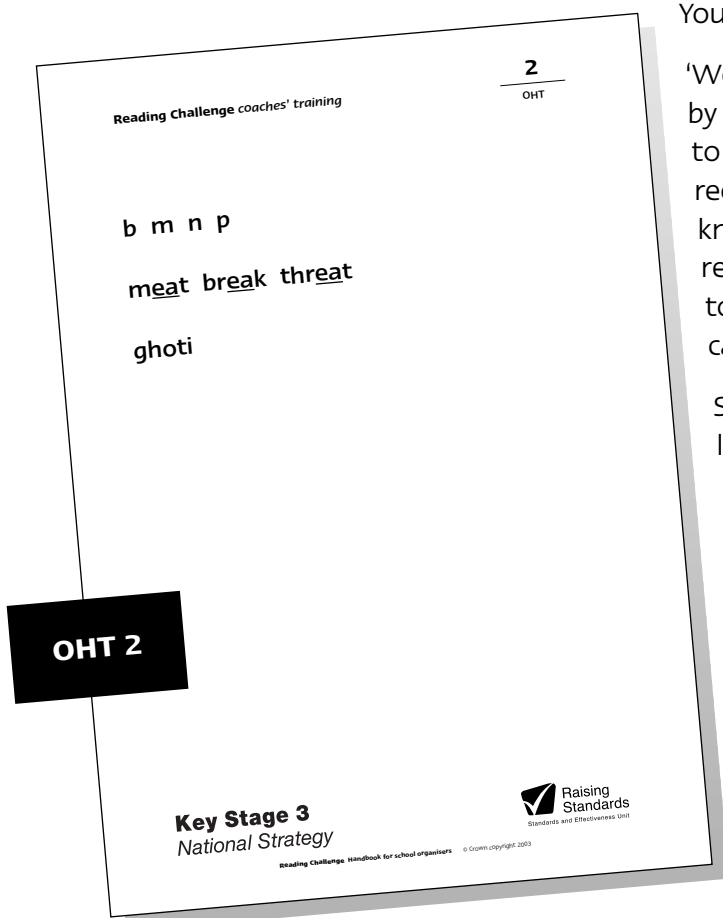
'We are going to start this training by looking at the skills we need to be good readers. We need to recognise letters of the alphabet, know the sounds of speech they represent and how they combine together to form words. This is called **phonics**.'

Show **OHT 2**, exposing only the first line showing the letters *b m n p*.

Explain that when we have learned the sounds these letters make we can be fairly certain that whenever we meet them in a word they will make the same sound. These letters are called consonants.

Now expose the next line of the OHT and explain that this is not the same for vowels. They can combine in a number of different ways and make life tricky for the inexperienced reader.

Expose the last line of the OHT to show how George Bernard Shaw – the famous playwright – demonstrated how unreliable phonics can be with the word *ghoti*.



You can say something like:

'Tell me how you think this word is pronounced. Although we might use our phonic skills and come up with "goaty", George Bernard Shaw insisted that it actually says *fish*.' Show **OHT 3** for explanation.

So although phonics is a very important part of reading, we need more than phonic skills to be effective readers.

We recognise and can read some words quickly because we have read them before; they are in our memory and can be recalled instantly. This is called **word recognition** and the average adult will have in excess of 20,000 words to call upon. It is important for readers to build up an extensive word recognition bank to draw on.

Now show **OHT 4**.

Ask participants to read the passage aloud.

Reading Challenge coaches' training

**3**  
OHT

**gh** as in enough

**o** as in women

**ti** as in station

**OHT 3**

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Reading Challenge coaches' training

**4**  
OHT

It is quite possible to read a text with a great many mistakes because we do not expect to read; the sense is not affected until we disturb the construction of the the language moving by sentences words or about so not they correct are grammatically

**OHT 4**

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When they have done so, explain that:

- our knowledge of English grammar helps us predict what will come next in a sentence;
- grammar is the way words are ordered in a sentence to make sense. Once this goes wrong, sense is lost rapidly;
- word order is crucial in English grammar, so we come to expect certain kinds of words to fill the next 'slot' in the sentence. This knowledge helps us to predict and check back when we are reading. We can correct our own reading when we see that what we have said does not make sense grammatically.

Being able to understand what we read is also a crucial skill. It is possible to be an apparently successful reader and yet not understand a word of what you are reading. Show **OHT 5** as an example.

**OHT 5**

Reading Challenge coaches' training

5  
OHT**Hin Spfli**

Hin Spfli was a lop. Alken he goes on a denmore with Ghen. Spfli and Ghen sogat.

Fect in the sild they meet more lops. All the lops dund and then festin.

Questions (to be answered in complete sentences)

- 1 What was Hin Spfli?
- 2 Where did Spfli and Ghen go?
- 3 What did Spfli and Ghen do?
- 4 Who did they meet in the sild?
- 5 What did the lops do after dund?

From Bright Ideas Teacher's Handbook: Reading, Scholastic, 1987

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Ask participants to read this passage and work with a partner to answer the questions. Allow a minute or two for this activity. Ask why they were able to answer the questions. Take responses. The main reason is that there is enough grammar and familiar words in the text for the reader to be able to read the text aloud with reasonable fluency, speed and accuracy and to provide answers to direct questions on the text. However, because they do not understand some key words, they can never understand it in any depth or speculate on the meaning.

Point out that some struggling readers find themselves in this situation on a regular basis. That is why framing a range of questions about the text is vital.

Now show **OHT 6**.

Ask participants to read it aloud. Why did it take them a while to make sense of it? Because their expectation was to read from top left to bottom right. Remind coaches that this expectation does not hold true for all languages.

Explain that we use our knowledge of how books and other written texts work to help us make sense of what we are reading. There are certain conventions we learn, for example, that each line of print reads from left to right and pages from top left to bottom right.

Reading Challenge coaches' training

6  
OHT

reading your  
with help need  
you or before it done either have  
you then task  
this given were  
you when corner  
hand right  
bottom the from  
reading started  
immediately you if

**OHT 6**

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There are also lots of other clues on the page, which help us to make sense of what we are reading. How many others can you think of? Generate a group list and discuss how each helps with reading.

Examples might be:

- the words we have already read;
- diagrams;
- illustrations;
- emboldened print;
- punctuation;
- identifying a genre, for example fairy tales, and being able to use your knowledge of that genre – for example, fairy tales start with *Once upon a time*, they have wicked witches and good fairies, etc.

Making use of this kind of information is applying our **knowledge of context**.

### The searchlights model of reading

Explain that to become effective readers we need to bring together all the skills we have just talked about.

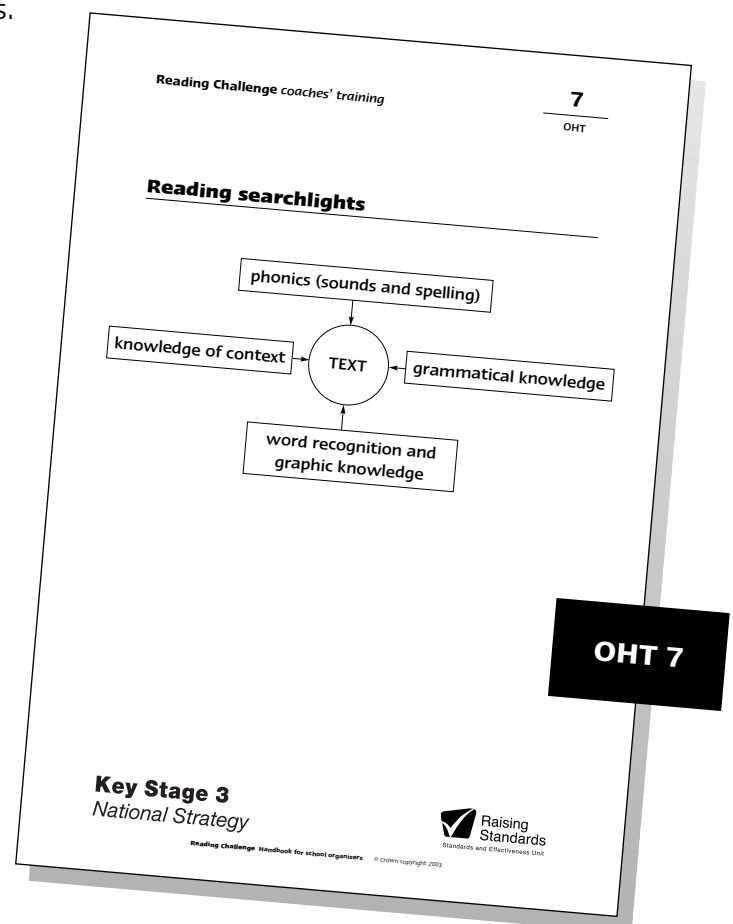
Show **OHT 7**, Reading searchlights.

Explain that one way of describing the reading process is to say that readers can turn four separate searchlights on the text they are reading in order to light up the meaning. The searchlights are:

- phonics;
- word recognition;
- grammatical knowledge;
- knowledge of context.

The more of these searchlights a reader can switch on the better. Some readers struggle because they can only switch on one or two of these searchlights. This means that the text is only partially illuminated.

Good readers also think about what they are reading and ask themselves questions about it. In this way they come to a better understanding of the writer's main points.



## Session 3: Working with struggling readers



**20**  
MINUTES

Aims of the session:

- To make coaches aware of the characteristics associated with reading failure.
- To explore why some pupils fail to learn to read well enough to access the secondary curriculum fully.

Point out that most of us have struggled to learn something at some time in our lives. The trainer may wish to give an example from their own experience and say how they felt and what the struggle meant to them.

### Task

In pairs, ask coaches to think of a particular skill that they've struggled to acquire and one they have acquired easily, either recently or in the past. It might be learning to swim, or learning to play a particular computer game or a sport.

Point out that in the former case they may have overcome their initial struggle and achieved success, or they may have given up – it doesn't matter which. Ask them to talk with each other about their struggle and how it made them feel. Ask them to consider the factors that made it easy for them to acquire the other skill.

Take brief feedback.

Make the following points. People who struggle to acquire a skill often:

- feel bad about themselves – low self-esteem, doubt, 'what's wrong with me?', 'am I stupid?';
- feel anxious and stressed;
- stop trying and give up – persuade themselves that it doesn't really matter;
- avoid putting themselves in a position where they expose their lack of skill to others.

If people are successful in other areas, failure to acquire a particular skill may cause a dent in their ego but will not generally cause big problems for them.



This is not the case for children struggling with reading. We live in a print-rich environment. Reading is a crucial skill in all areas of life. Show **OHT 8**.

You can also make the following points. Struggling readers may:

- have only a narrow range of strategies to call upon when they are reading;
- not have a good word recognition bank;
- not have read many books or experienced much of the world;
- have been absent from school for long periods of time;
- be recent arrivals in the UK and not have English as their first language;
- have attended a large number of schools;
- not have had good role models at home;
- have or have had hearing difficulties, sight or speech problems;
- have a short concentration span;
- not have been motivated by the reading materials presented to them in the early stages of learning to read.

Reading Challenge coaches' training

8  
OHT

**Children who have difficulty with reading are likely to:**

- have already struggled with reading for up to seven years when they arrive at secondary school
- be spending a large proportion of their lives in a failure situation
- be falling further and further behind their classmates
- be experiencing pressure from teachers, parents and peers
- be jeered at or even bullied because they can't read well
- be developing a poor self-image, low self-esteem and behaviour problems
- be told they are a failure
- have less chance of securing permanent work in the future

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**OHT 8**

## How it feels to be a struggling reader and what helps

To introduce the next task, you could say something like:

'We are going to see what it is like to be a struggling reader. In a moment I'm going to give you a reading task to do. I want you to work in pairs. One of you is going to read a story and the other one is going to help you when you get stuck.

'When you reach the star on the page I want you to swap over, so that the person who has been reading becomes the helper and the helper becomes the reader and reads until the end of the story.'

Distribute **handout 1** and allow 10 minutes for the task.

Handout 1 is a complete story printed backwards on the page. The aim is to put the coaches in the role of a struggling reader. It is important that coaches have time to answer the questions you have posed. Reflecting on what helped them and what they found difficult will help them to empathise with the pupils they will be coaching.

When participants have finished, ask them to consider the following questions and to make a note of their responses.

- What helped you when you were struggling?
- What made it difficult for you?
- How did you feel when you were the reader?
- How did you feel when you were the helper?

Take feedback from the group. The following points may emerge:

- reading was slow and stumbling – very hard to be fluent;
- difficult to remember what was happening in the story because all effort was put into decoding;
- difficult to attend to meaning;
- daunted by the length of the story;
- feeling that you'd never get to the end, wanting to give up;
- frustrated because you know how it should go;
- helped by positive responses, for example, 'Yes that's it, keep going';
- helped by encouraging words and praise, for example, 'Yes, well done! You got it right';
- helped by some prompting from the listener, for example, 'We had that word before and you got it right – do you remember what it was?';
- helped by positive body language – showing that you're paying attention and are interested.

End the session by repeating that reading is a complex skill that some pupils find very difficult but that coaches can and do make a difference to struggling readers.

## **Session 4: Running coaching sessions using the *Coach's handbook***

Give handbooks out to coaches. Explain that the *Coach's handbook* is for them to refer to before, during and after coaching sessions.

Say that you are going to give them an overview of the handbook and then look particularly at the section that describes how to run coaching sessions.

Explain that there are six sections in the handbook:

Section 1: Why readers struggle

Section 2: Coaching strategies for specific targets

Section 3: Prompts for coaching sessions

Section 4: Arranging to meet your Reading Challenge pupil



**40**  
MINUTES

Section 5: Keeping a record

Section 6: Golden rules

The aim of this next section is to show coaches how to run coaching sessions with their pupils.

Ask participants to find section 2, page 6, in their handbooks. This is the section entitled 'Coaching strategies for specific targets'.

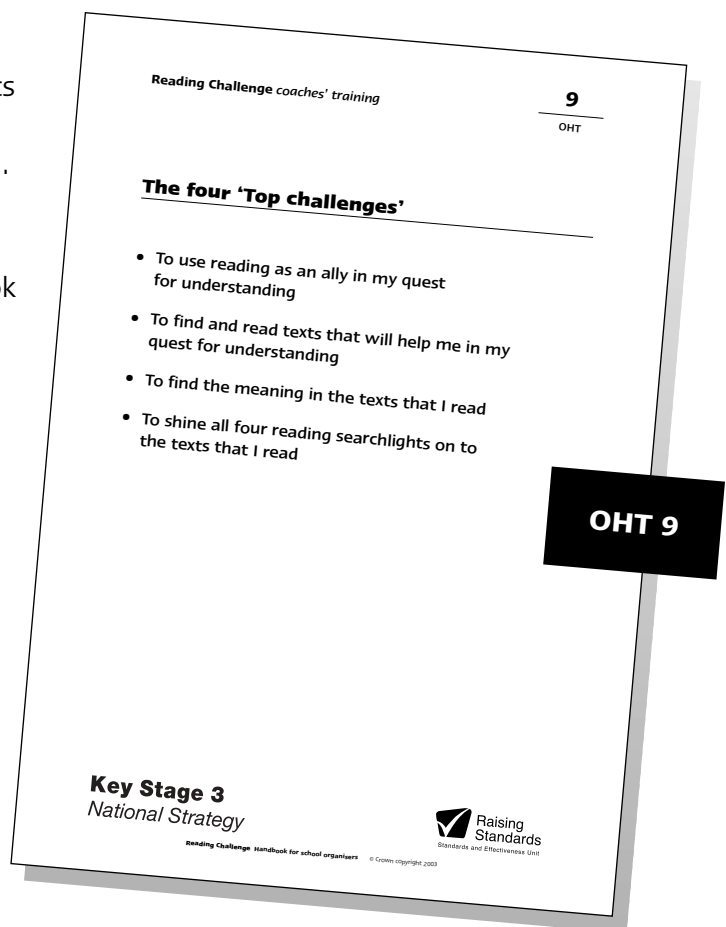
Use **OHT 9** to explain that every challenger will have been set one of four 'Top challenges' and will have been given one or more targets within that challenge.

Make the following points.

- Each challenge and the targets associated with it will require a different coaching approach.
- The way to run the different coaching sessions is described in the section of the handbook they have just found.
- The handbook gives the basic format for each type of coaching session and then gives some additional ideas.

Ask your trainee coaches to work in groups of four. Each member of the group reads about how to coach one of the four challenges. Allow 5 minutes for reading and then ask the group members to take it in turns to explain to the other group members how the coaching session they have read about might run. Allow 20 minutes for this.

Finish this session by dealing with each of the four coaching sessions in turn, ensuring that there are no misconceptions. Say that they will see some examples of coaching done by Year 11 pupils in a few minutes. Answer any questions and add in any information about individual school arrangements, for example, for providing reading material, using the library and so on.



## Session 5: Meeting your reader and keeping a record



**30**  
MINUTES

We are going to look more closely at sections 4 and 5 and then watch a video showing some Reading Challenge coaches in action.

Go through section 4 with the coaches and relate it to how this will operate in your own school.

For example, you may decide to read the following passage from the handbook aloud:

'The school organiser will:

- introduce you to the pupil(s) you will be coaching;
- arrange somewhere for the coaching sessions to take place, etc.'

You might now wish to add something like:

'I'm the school organiser for our school and I'm organising a meeting in the library next Thursday at 1:00 pm and I'll be introducing you to the pupils you'll be working with then. We're going to be using these rooms for Reading Challenge sessions. I will be briefing you on the pupils you are going to be working with and talking to you about their targets and the coaching strategies you will need to use.'

Tell coaches that you are going to look at section 5 with them in a bit more detail. As it says in the handbook, it is very important to keep a record of each coaching session.

- Records should be brief and take only a few minutes to complete.
- They need to capture all the important things that happened in the session.
- They need to be specific and useful over time to the pupil, the coach and the school organiser.

Give out **handouts 2** and **3** – Record sheet examples.

Ask coaches to work in pairs and discuss handout 2.

- What information does this record give?
- How useful is it?
- What is missing?

Allow 5 minutes for the activity.

Take feedback. You will need to make sure the following points are covered.

- **What information does this record give?**

Very little. All that can really be gained from this record is that S is trying hard and making an effort and that some progress appears to have been made.

- **How useful is it?**

Not very, because there is so little information.

- **What is missing?**

We don't know:

- the kind of text S is working on;
- the dates the sessions took place on (i.e. how frequent they were);
- what strategies the coach was using and how successful they have been;
- what strategies S is using and how successfully;
- if any real progress has been made towards the target.

Now ask participants to look at **handout 3**.

Ask coaches to work in pairs on the following questions.

- Is this an improvement on the first record? Identify the improvements.
- Is anything still missing?

## Session 6: Reading Challenge in action

Explain that you are going to watch a video of some coaches working with pupils in Reading Challenge sessions. Show the 'Coaching' section of the video (sequence 3) right through and then ask the coaches to spend 5 minutes discussing the following points (from **OHT 10**).

While the coaches are discussing these points, rewind the tape to the beginning of the section. Next, show the video again but this time stop the tape at the end of each coaching session. Make your own comments and deal with any issues and questions arising from the coaches (these will include some points they have to feed back from their earlier discussion).

End the training session by repeating the practical arrangements necessary for operating Reading Challenge in your school and check that the coaches understand them.



**30**  
MINUTES

*Reading Challenge coaches' training* **10**  
OHT

- What coaching strategies were being used?
- Was the coach focused on the target?
- How did the pupil respond throughout the session?

**OHT 10**

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Raising Standards  
Standards and Effectiveness Unit

## Section 4

# Reading resources guide

Reading Challenge seeks, where possible, to promote the independent choice of reading material and the use of reading material readily available to pupils through textbooks, libraries and commercial sources. It will, however, be useful to have a range of books on which coaches can draw for use in coaching sessions. These books should be available for Reading Challenge pupils to take home between coaching sessions. They could be sited in the school library or kept as a special collection. Either way, they should be accessible to coaches and a system should be set up so that the books can be tracked and the stock preserved. These books should meet the following criteria:

- fiction and non-fiction titles;
- reading age of 9–11 years;
- interest level of 11–13 years.

If pupils are to take the books home, it is best if the collection consists mainly of pocket-sized, paperback editions.

The Key Stage 3 Strategy does not recommend any specific titles for use in Reading Challenge. There are two main sources of help available to teachers who require guidance on providing a range of suitable fiction and non-fiction reading material:

- specialist professional booksellers;
- the LEA School Library Service.

Examples of lists that could be provided from these sources are given below.

### Book list 1

This book list, which consists of low-cost, pocket-sized, paperback editions, was provided by Madeleine Lindley Ltd. It could be supplied for around £300.

<b>Author</b>	<b>Title</b>	<b>Publisher</b>
Cox, Michael	<i>Airmail From India</i>	Scholastic
Claybourne, A	<i>Alien Abduction?</i>	Usbourne
Stewart, P	<i>Aliens Ate My Homework</i>	Macmillan
	<i>An Interview With J.K. Rowling</i>	Egmont Books
Durant, Alan	<i>Bad Boys 1: Kicking Off</i>	Walker
Markham, Lynne	<i>Barney's Headcase</i>	Egmont Books
May, Paul	<i>Beginner Reader: Cars</i>	Oxford
Morpurgo, M	<i>Billy the Kid</i>	Harper Collins
Johnson, Pete	<i>Blackmail: Mind Reader</i>	Puffin
King Smith, Dick	<i>Bobby The Bad</i>	Hippo

Alcock, Vivien	<i>Boy Who Swallowed A Ghost, The</i>	Egmont Books
Robinson, R	<i>Brainwaves in the Bedroom</i>	Oxford
Hollyer, B	<i>Bringing Back the Dead</i>	Hodder
Ure, Jane	<i>Captain Cranko and The Crybaby</i>	Walker Books
Pikey, Dav	<i>Captain Underpants</i>	Scholastic
Arnold, Nick	<i>Chemical Chaos</i>	Scholastic
Anholt, Laurence	<i>Cinderboy</i>	Orchard
Garland, Sarah	<i>Clive and the Missing Finger</i>	Puffin Books
Orme, David	<i>Cockroach</i>	Stanley Thomas
	<i>Danger at Sea</i>	Longman
Gray, Keith	<i>Dead Trouble</i>	Mammoth
Masters, Anthony	<i>Deadly Dodgem</i>	Hodder
Gavin, J	<i>Deadly Friend</i>	Mammoth
Arnold, Nick	<i>Disgusting Digestion</i>	Scholastic
Stevenson, R L	<i>Dr Jekyll and Mr Hyde</i>	Evans
Masters, Anthony	<i>Enemy Fire</i>	Watts
	<i>Famous Footballers: Biography Book</i>	Channel 4 Schools
Body, W	<i>The Anthony J Zigler Guide to Famous People</i>	Longman
Wooderson, P	<i>Fearful Pharaoh, The</i>	Watts
Anastasio, Dina	<i>Fly Trap – EEK!</i>	Macmillan
Blackman, M	<i>Forbidden Game</i>	Penguin
Apps, Roy	<i>Frankie Stein's Robot</i>	Macdonald
Orme, David	<i>Ghostly Verse</i>	Longman
Robson, Pam	<i>Great Plague 1665, The</i>	Macdonald
Anholt, Laurence	<i>Harold the Hairiest Man</i>	Orchard
Leigh, S	<i>Haunted Tower, The</i>	Usbourne
Johnson, Peter	<i>Headless Ghost, The</i>	A & C Black
	<i>History of Football Pupil Book</i>	Hopscotch
Masters, A	<i>Hot Air</i>	A & C Black
Hibbert, A	<i>How To Be A Prime Minister</i>	Oxford
Swindells, Robert	<i>Hurricane Summer</i>	Mammoth
Howarth, Lesley	<i>I Managed a Monster</i>	Penguin
Strong, Jeremy	<i>I'm Telling You They're Aliens</i>	Puffin
Middleton, Haydn	<i>If You Think You're Mad Enough (3)</i>	Scholastic
Brooks, Philip	<i>Invaders from Outer Space</i>	Dorling Kindersley

May, Steve	<i>Is That Your Dog?</i>	Egmont Books
Orme, David	<i>Macbeth: Warlord of Space</i>	Longman
Leigh, P	<i>Manchester United</i>	Hodder & Stoughton
Thomson, Pat	<i>Messages</i>	Young Lions
Mitton, T	<i>Mighty Greek Myth Raps</i>	Orchard
Arnold, Nick	<i>Moon Landing</i>	Scholastic
Malam, J	<i>Mummies – Mega Bites</i>	Dorling Kindersley
Orme, David	<i>No Chance</i>	Stanley Thomas
Wilson, Mike	<i>Oasis</i>	Hodder
Childs, R	<i>Phantom Football: Soccer Shadows</i>	Corgi
O'Doherty, D	<i>Ronan Long Gets It Wrong</i>	Egmont Books
Gray, Keith	<i>Runner, The</i>	Mammoth
Hamley, D	<i>Ryan's United</i>	Oxford
Mitton, Tony	<i>Scary Raps: Crunchies</i>	Orchard
Cooper, L	<i>Short and Scary</i>	Oxford
Umansky K & Ludlow K	<i>Spooks Step Out, The</i>	Dolphin
Costain, Meredith	<i>Sticky Fingers</i>	Nelson Thornes
Jennings, Paul	<i>Sucked In</i>	Puffin
Garrett, L	<i>The Story Of Muhammad Ali (Level 4)</i>	Dorling Kindersley
Pielichaty, Helena	<i>There's Only One Danny Ogle</i>	Oxford
Hammonds, Heather	<i>Thunder Box</i>	Nelson
Coppard, Y	<i>To Be A Millionaire</i>	Barrington Stoke
Newbery, E	<i>Toilets</i>	A & C Black
Leeson, Robert	<i>Tom's War Patrol</i>	Penguin
Barlow, S & Skidmore, S	<i>Vernon Bright and the Magnetic Banana</i>	Puffin
Kennett, D	<i>Wildlife Solo – Killer Whale</i>	Happy Cat
Gray, Keith	<i>£10000</i>	Mammoth



## Book list 2

This book list was provided by Hampshire School Library Service and contains fiction titles only. The Service could provide non-fiction titles if a school specified a number of subject/topic areas.

### Picture books:

Campbell, A	<i>Dora's box</i>
Grew, G	<i>Valley of bones</i>
Lawson, J	<i>The Dragon's pearl</i>
McCaughrean, G	<i>Blue Moon Mountain</i>
Rowland-Entwistle, T	<i>Eureka!: a puzzle book of inventions</i>
Van Allsburg, C	<i>The Widow's Broom</i>

### Also graphic novels: *Batman*

*Buffy the vampire slayer*  
*Star Wars*  
*Superman*

### Fiction:

Flashback series

Ardagh, P	<i>Eddie Dickens trilogy</i>
Arksey, N	<i>Brooksie</i>
Bawden, N	<i>Granny the Pag</i>
Blackman, M	<i>Operation Gadgetman</i>
Booth, M	<i>Panther</i>
Bradman, T	<i>Football fever</i>
	<i>Sensational cyber stories</i>
Branford, H	<i>Fire, bed and bone</i>
	<i>White wolf</i>
Burgess, M	<i>The Copper Treasure</i>
Clover, P	<i>Sheltie and the runaway</i>
Cooper, S	<i>The Boggart</i>
	<i>King of shadows</i>
Coville, B	<i>Aliens Stole my Dad series</i>
Cox, M	<i>Ghost stories (Top Ten series)</i>
	<i>Horror stories</i>
Crossley-Holland, K	<i>Short</i>
Dalton, A	<i>Swan sister</i>
Denton, T	<i>The ultimate wave</i>
Doherty, B	<i>Spellhorn</i>
Dunmore, H	<i>Zillah and me</i>
Elboz, S	<i>Land without magic series</i>

Eldridge, J	<i>Warpath series</i>
Fine, A	<i>Charm School</i> <i>How to write really badly</i> <i>Step by wicked step</i>
Geras, A	<i>Lights, camera, action!</i>
Gibbons, A	<i>Ganging up</i>
Gleitzman, M	Any titles
Haddon, M	<i>Agent Z goes wild</i>
Hamley, D	<i>Ryan's United</i>
Hinton, N	<i>Beaver Towers series</i>
Horowitz, A	<i>Alex Rider books</i> <i>Falcon's Malteser</i> <i>Groosham Grange</i>
Howarth, L	<i>Mister Spaceman</i>
Ibbotson, E	<i>Journey to the River Sea</i>
Jarman, J	<i>Ghost Writer</i>
Jennings, P	Any titles
Johnson, P	<i>Eyes of the Alien</i> <i>The Ghost Dog</i> <i>The Phantom Thief</i>
Kemp, G	<i>Snaggletooth's Mystery</i>
Kidd, R	<i>The Giant Goldfish Robbery</i>
Laird, E	<i>Secret Friends</i>
Lawrance, P	<i>The Crow (After dark series)</i>
Lawrence, M	<i>Killer Underpants</i>
Lishak, A	<i>Henry's Boots</i>
Macdonald, I	<i>Football Mad series</i>
Malone, G	<i>Crocodile River</i>
McKay, H	<i>Happy and Glorious</i>
Moon, P	<i>Do not read this book!</i>
Moore, S	<i>Dead Edward</i>
Morpurgo, M	<i>Cool</i> <i>Toro! Toro!</i> <i>The Sleeping Sword</i> <i>The Wreck of the Zanzibar</i>
Naidoo, B	<i>Journey to Jo'burg</i>
Nimmo, J	<i>Rinaldi Ring</i> <i>Snow Spider trilogy</i>
Pepper, D	<i>Alien stories</i> <i>Nasty endings</i>

Petty, K	<i>Girls like you series</i>
Prince, A	<i>Oranges and Murder</i>
Pullman, P	<i>Clockwork</i> <i>Firework-maker's Daughter</i> <i>I was a rat</i>
Ridley, P	<i>Any titles</i>
Rowling, JK	<i>Harry Potter books</i>
Rushton, R	<i>Best friends series</i>
Shipton, P	<i>Bug Muldoon books</i>
Simons, M	<i>Dead Average!</i> <i>Dead Meat!</i> <i>Dead Worried!</i>
Swindells, R	<i>Inside the Worm</i> <i>Room 13</i> <i>Timesnatch</i>
Turnbull, A	<i>Pigeon Summer</i> <i>Room for a Stranger</i>
Ure, J	<i>Pink knickers aren't cool!</i> <i>Fruit and Nut Case</i> <i>Skinny Melon and Me</i>
Vyner, S	<i>If only</i>
Walters, J	<i>Party girls series</i>
Westall, R	<i>Cats' whispers and tales</i>
Whybrow, I	<i>Little Wolf's book of badness</i> <i>Sniff series</i>
Wilson, J	<i>Illustrated Mum</i> <i>Bad Girls</i> <i>Girls in... series</i> <i>Vicky Angel</i>

## **Section 5**

### **Pupil Reading Challenge log**

Pupils taking part in the Reading Challenge should keep a simple record of their activity and their reading. Schools can produce the log books by copying the master pages in this section. Typically the log would contain the cover, one challenge information page, ten challenge record pages and one example page (optional). The log books are important for assessing the pupil's progress through the challenge.

### **Coach's record book**

Coaches should keep a record of their work with their pupils. These records will be important evidence when the school organiser assesses the pupil's progress. Schools can produce the record books by copying the master pages in this section. The record books can be made up differently depending on how many pupils are assigned to a coach. The book is made up of one information page with ten record pages and one review page per pupil.

### **Coach's handbook**

The *Coach's handbook* is designed for coaches to use during their training and as a reference while they are coaching pupils. Schools can produce the handbooks by copying the master pages in this section. The handbook contains six sections.

Section 1: Why readers struggle

Section 2: Coaching strategies for specific targets

Section 3: Prompts for coaching sessions

Section 4: Arranging to meet your Reading Challenge pupil

Section 5: Keeping a record

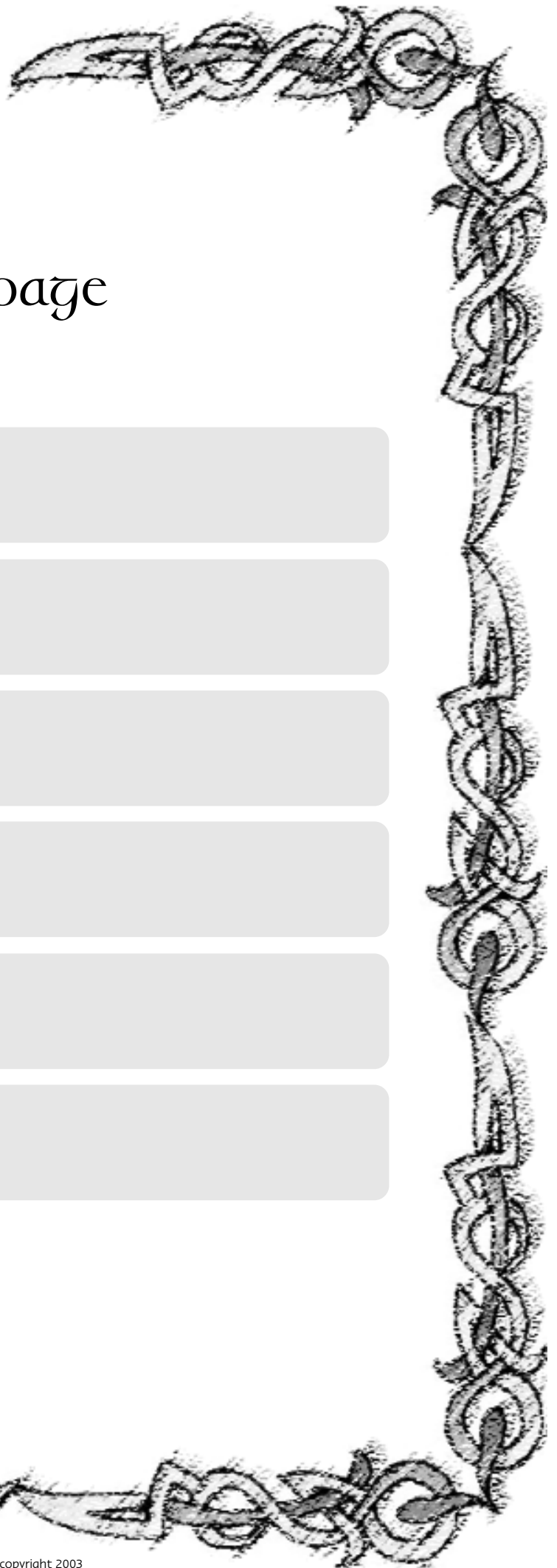
Section 6: Golden rules



# Reading Challenge

Log book





# Information page

Name

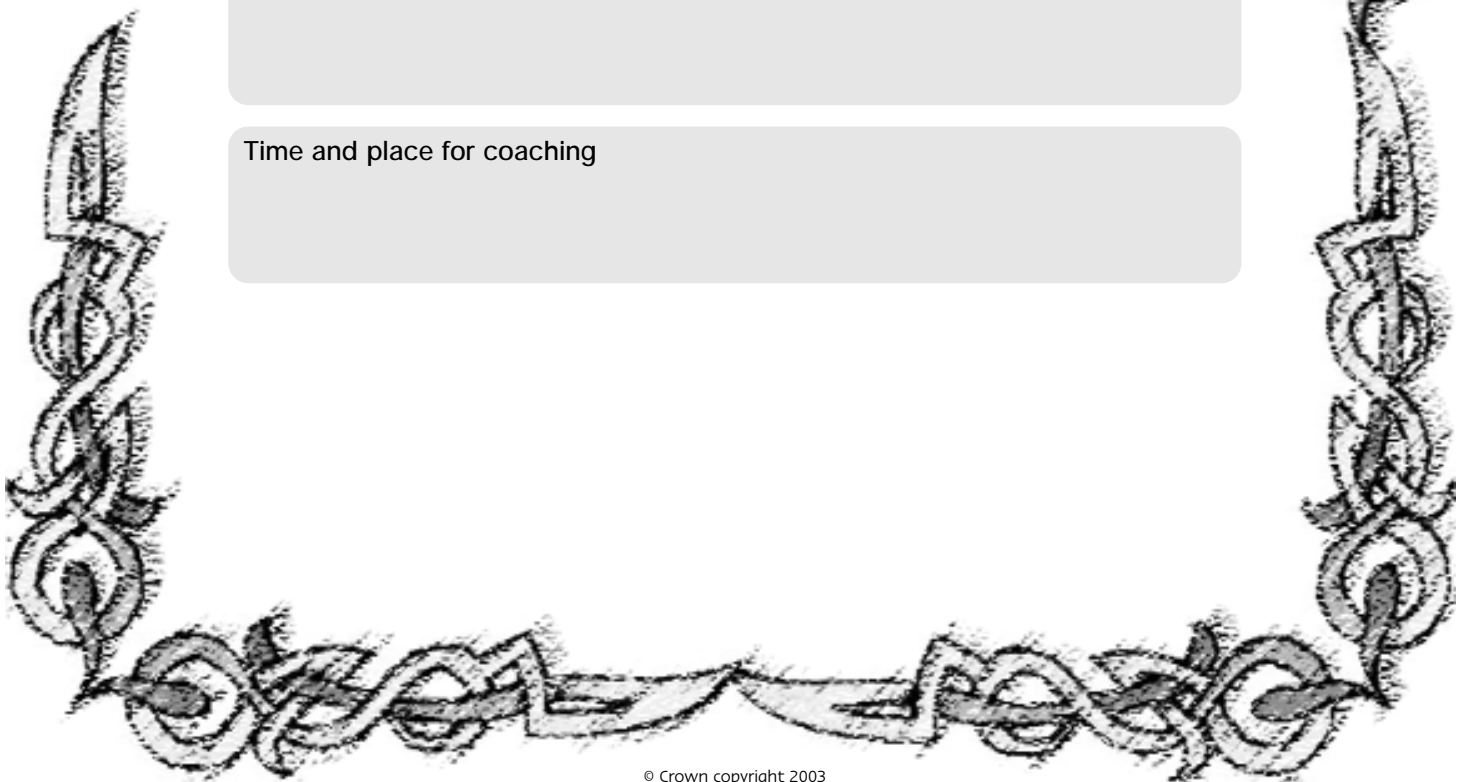
Form

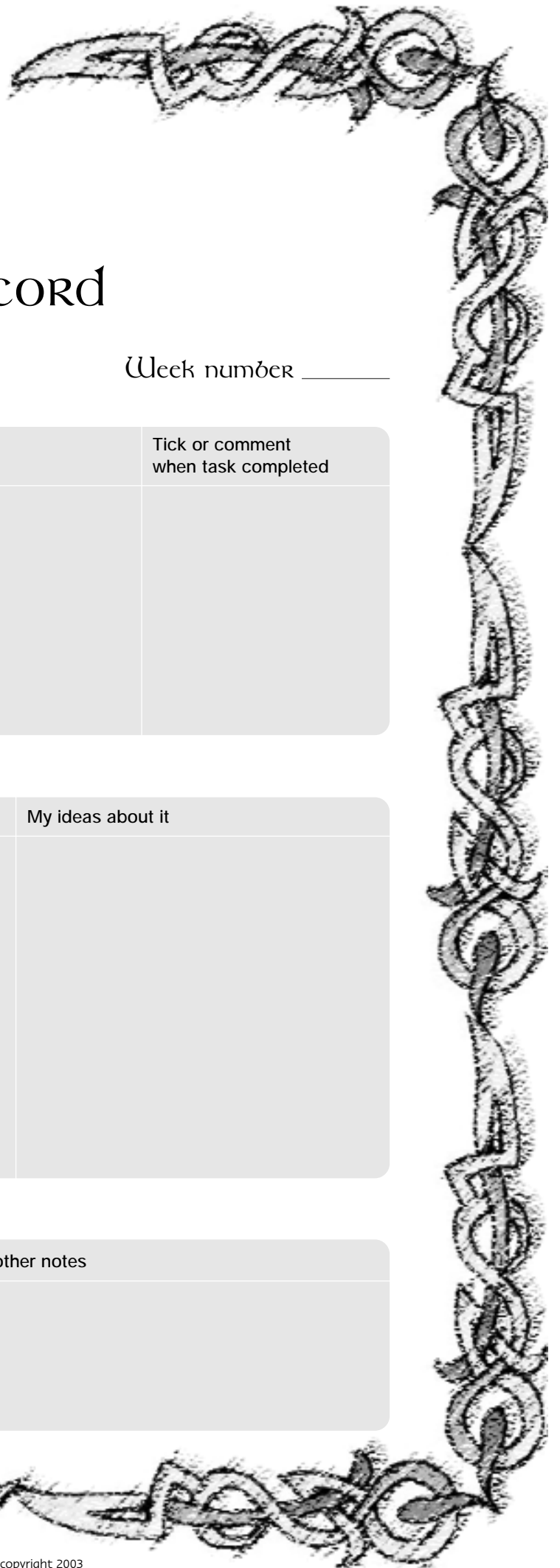
Top challenge

Quests

Name of challenge coach

Time and place for coaching





# Challenge record

Week number \_\_\_\_\_

## Coaching

What I did with my coach	My tasks	Tick or comment when task completed

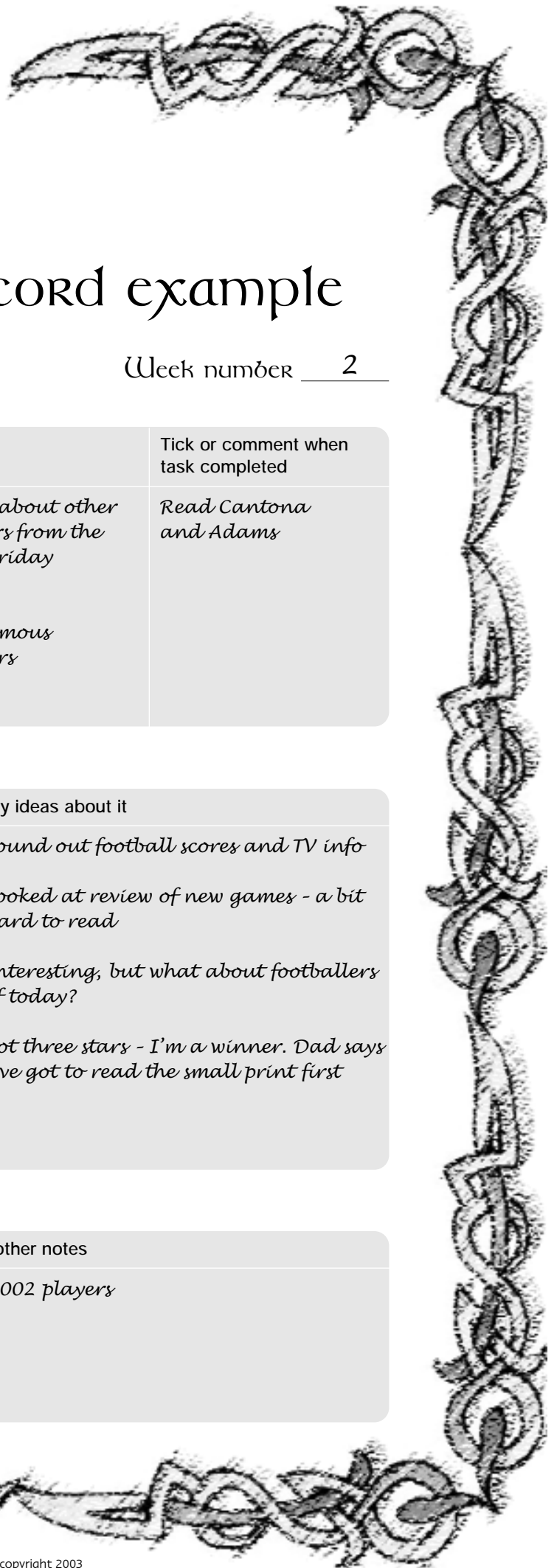
## Reading log

What I have read	My ideas about it

## Notes

Ideas, plans, books to find and read, any other notes





## Challenge record example

Week number   2  

### Coaching

What I did with my coach	My tasks	Tick or comment when task completed
<i>Meeting on Tuesday - read Famous Footballers - section about Denis Law</i>	<i>Find out about other footballers from the book by Friday</i>	<i>Read Cantona and Adams</i>
<i>Friday - talked about Eric Cantona and Tony Adams - read section on Stanley Matthews</i>	<i>Finish Famous Footballers</i>	

### Reading log

What I have read	My ideas about it
<i>Ceefax</i>	<i>Found out football scores and TV info</i>
<i>Computer Game magazine</i>	<i>Looked at review of new games - a bit hard to read</i>
<i>Famous Footballers</i>	<i>Interesting, but what about footballers of today?</i>
<i>Scratch Card competition</i>	<i>Got three stars - I'm a winner. Dad says I've got to read the small print first</i>

### Notes

Ideas, plans, books to find and read, any other notes

*Look for a book about World Cup 2002 players*

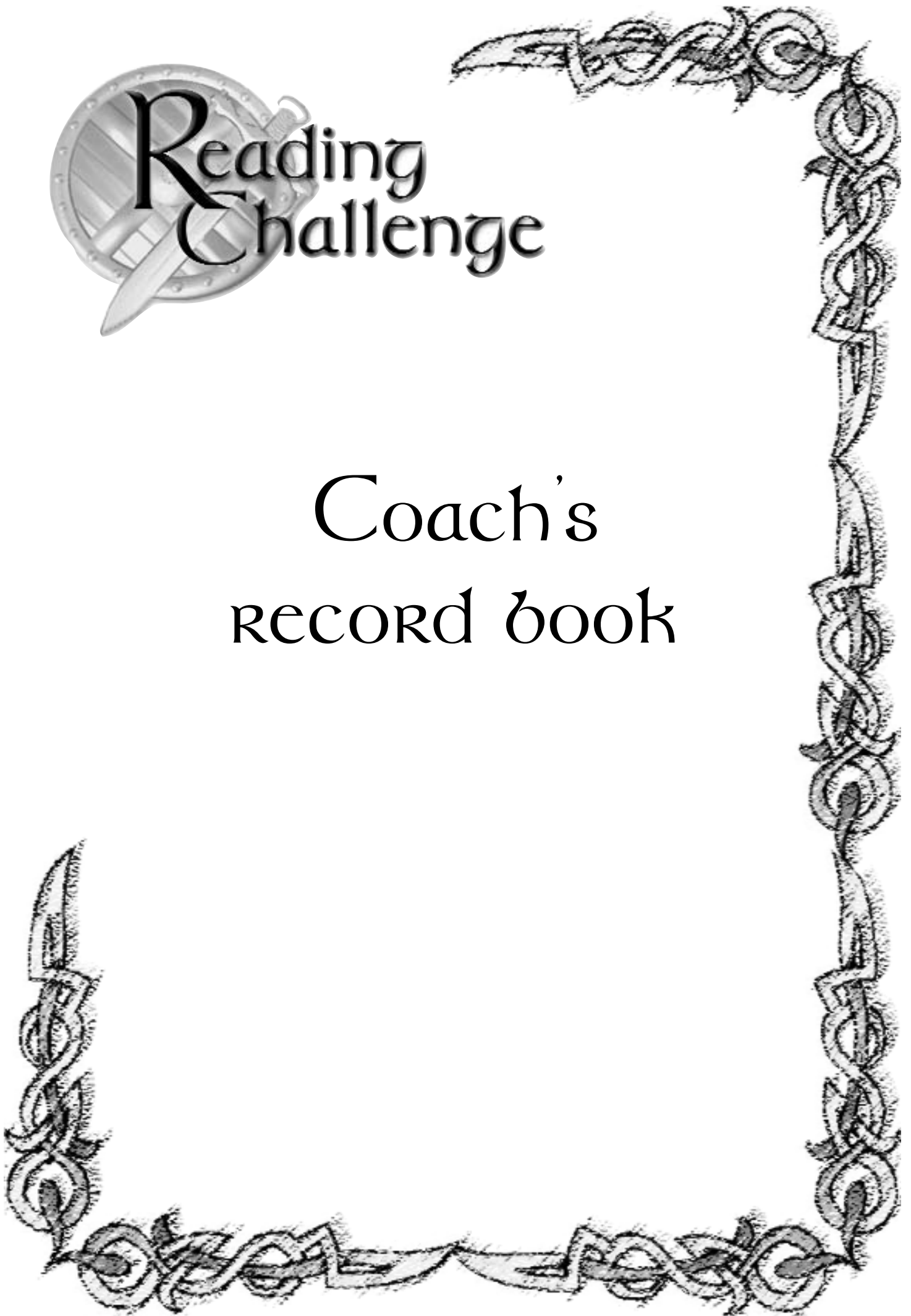


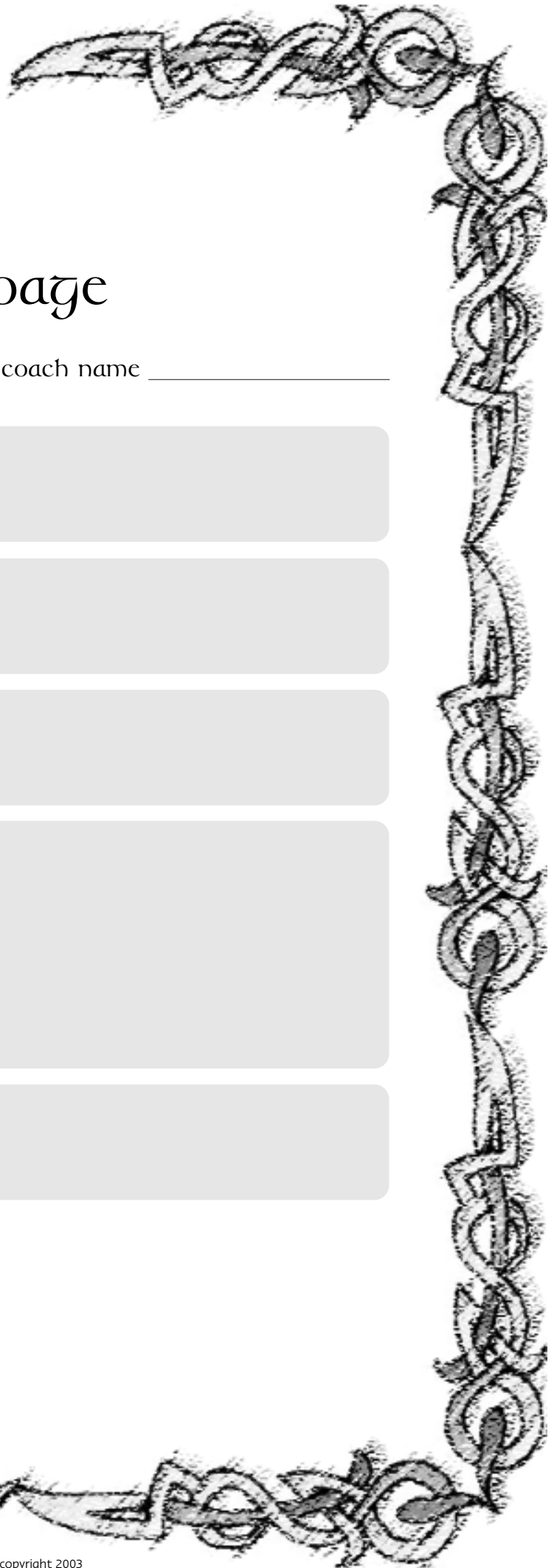




# Reading Challenge

## Coach's record book





# Information page

Reading Challenge coach name \_\_\_\_\_

Pupil details

Name

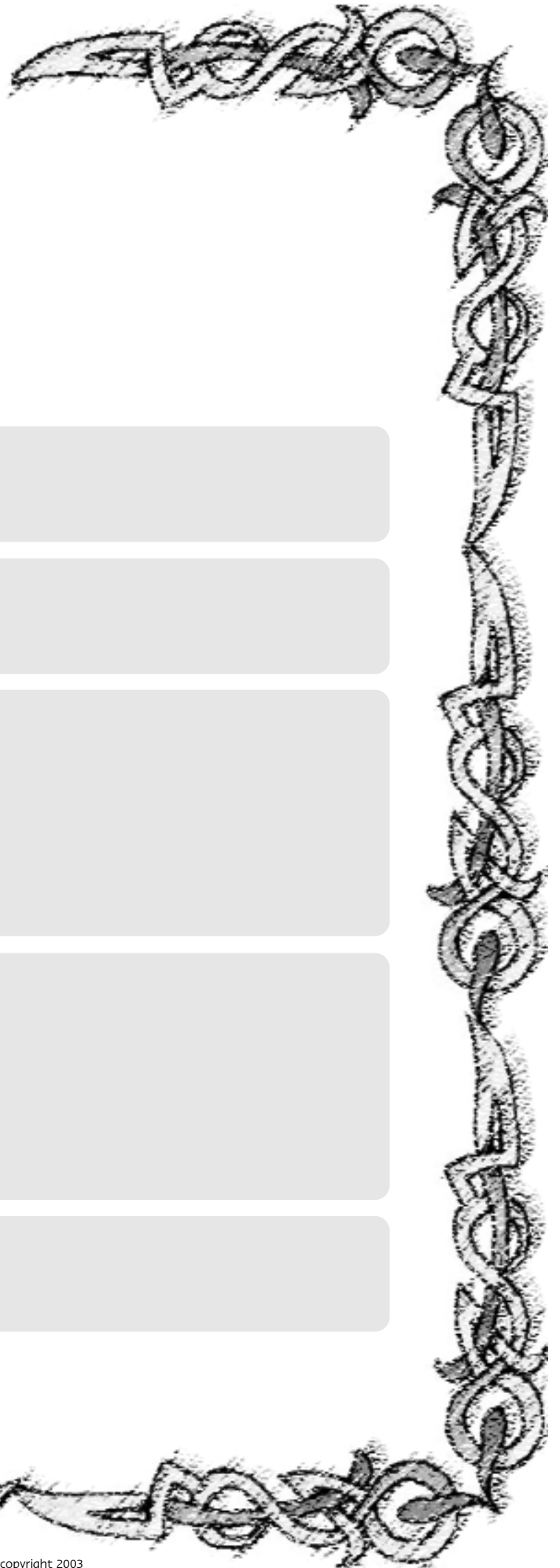
Form

Top challenge

Quests

Time and place for coaching





# Record page

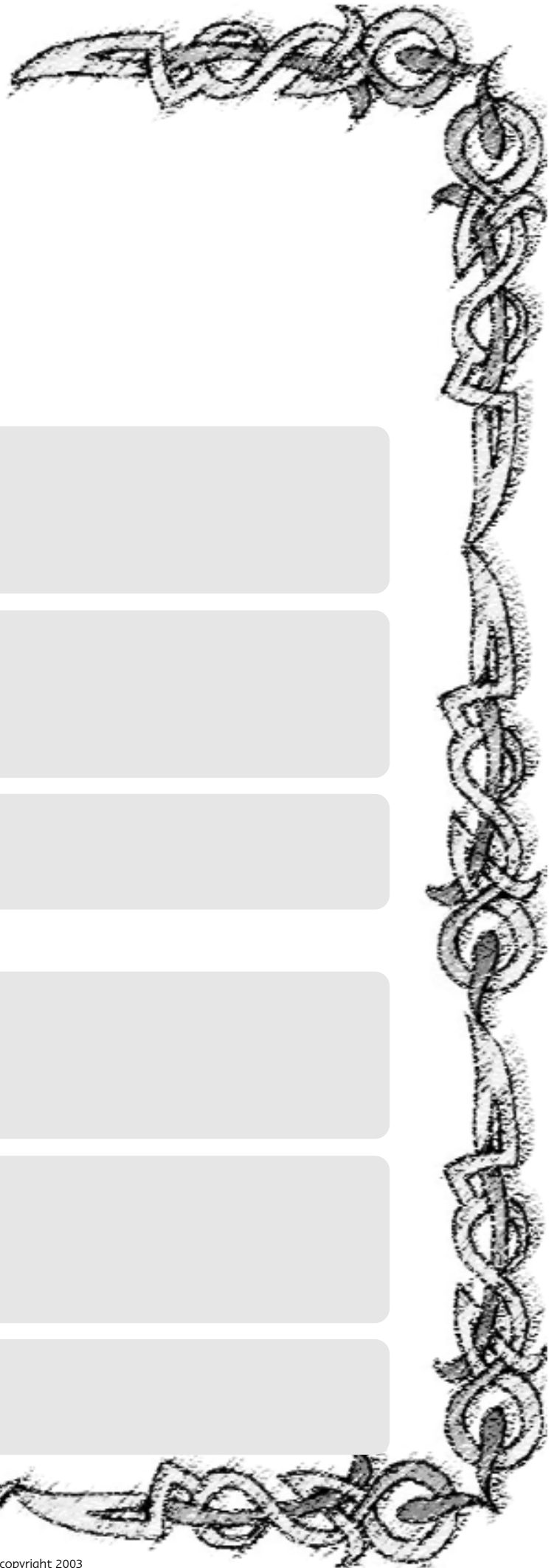
Pupil

Date

Coaching activity

Progress

For next time



## Review page

Review after four sessions

Pupil's comments

Coach's comments

Challenge leader's comments

Final review

Pupil's comments

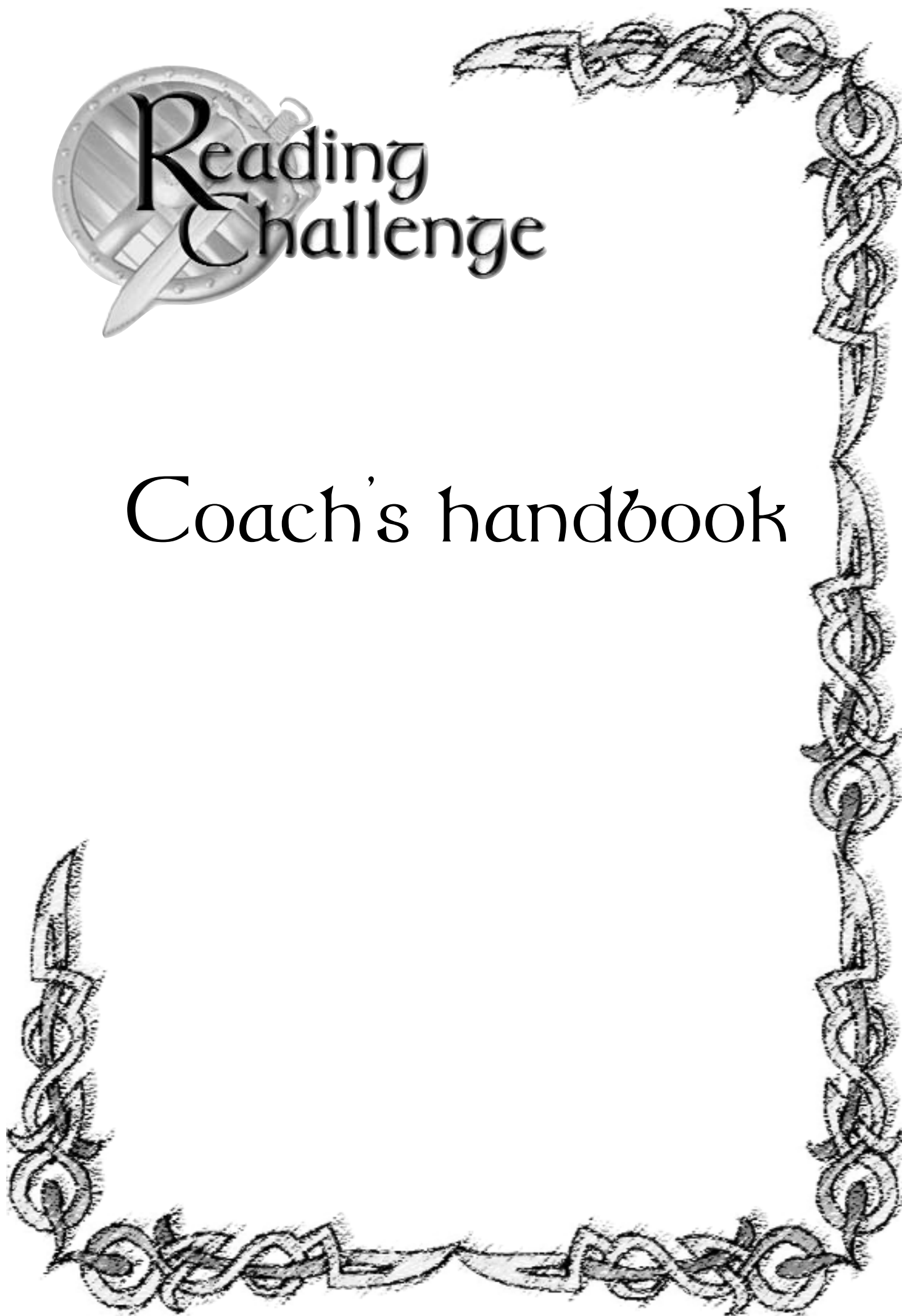
Coach's comments

Challenge leader's comments





# Coach's handbook







# **Contents**

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Section 2: Coaching strategies for specific targets	6
Section 3: Prompts for coaching sessions	17
Section 4: Arranging to meet your Reading Challenge pupil	20
Section 5: Keeping a record	22
Section 6: Golden rules	24

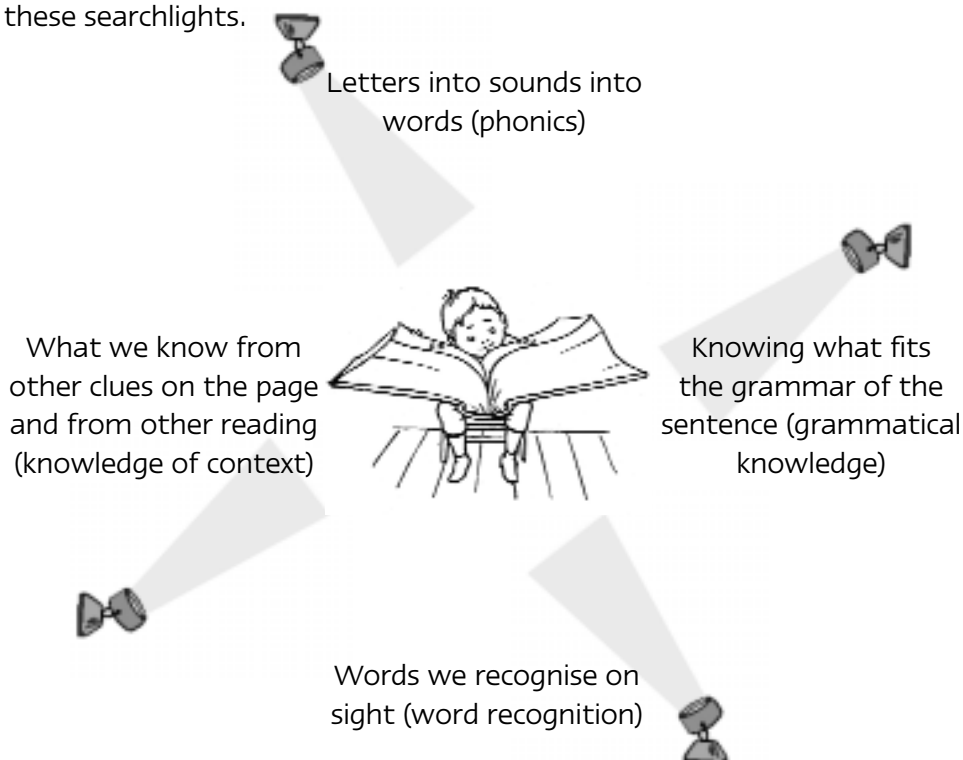
## Section 1: Why readers struggle

To understand why some pupils and many adults struggle with reading, you have first to be aware of what is involved in the reading process.

### What we do when we read

- We recognise the letters of the alphabet, know the sounds of speech they represent and how they combine together to form words. This is called **phonics**.
- We recognise some words quickly because we have read them before; they are in our memory and can be recalled instantly. This is called **word recognition** and the average adult will have in excess of 20,000 words to call upon.
- We use our knowledge of how books and other written texts work to help us make sense of what we are reading. There are also lots of other clues on the page we are reading which help us to confirm our interpretations. This is called **knowledge of context**.
- Our experience of English grammar helps us predict what will come next in a sentence. This is called **grammatical knowledge**.
- One way of describing this process is to say that readers can turn four separate searchlights on to the text they are reading in order to light up the meaning. The searchlights are:
  - phonics;
  - word recognition;
  - grammatical knowledge;
  - knowledge of context.

Some readers struggle because they do not switch on all of these searchlights.





Good readers also think about what they are reading and ask themselves questions about it. In this way they come to a better understanding of the writer's main points.

It is obvious that reading is a complex process. No wonder some pupils struggle! These pupils have not developed some or all of the skills and strategies listed above. Struggling readers may:

- not be 'switching on all the searchlights';
- not have a good sight vocabulary;
- not have read many books or experienced much of the world of text;
- have been absent from school for long periods of time;
- be recent arrivals in the UK and/or not have English as their first language;
- have attended a large number of schools;
- not have had good role models at home;
- have or have had hearing difficulties, sight or speech problems;
- have a short concentration span;
- not have been motivated by the reading materials presented to them in the early stages of learning to read.

Any pupil who struggles with reading will undoubtedly have a fear of failure and an unwillingness to expose themselves to teachers and other pupils as poor readers. It is important to remember that, by the time they reach Year 7, some of them have been trying to learn to read for at least seven years, if not more. That is a long time to spend in a failing situation. Such pupils will have little self-confidence and/or self-esteem. This may show itself in poor behaviour, aggression, claims to hate reading, branding reading as boring and refusal to engage with any text. Pupils may also have found ways of concealing their difficulties.

The vast majority of these pupils will benefit from having one-to-one contact with an experienced reader on a regular basis. That's where coaching comes in. Coaches can and do make a difference to pupils who struggle with reading. There is nothing as satisfying as sitting next to a pupil who, after years of struggling with reading, says 'Oh, I get it now!'

## Section 2: Coaching strategies for specific targets

Reading Challenge sets pupils four different 'Top challenges'. Each challenge requires a different way of coaching. They are described here.

### 1 Top challenge: To use reading as an ally in my quest for understanding

#### Target

- Read more text.
- Recognise that reading can be useful and interesting.
- Talk constructively about what you have read, saying what you have gained from it.

#### Coaching strategy

Arrange to meet your pupil at least twice a week for 10 minutes only. Each meeting can follow this format.

First, ask the pupil what they have read since you last met. Discuss the most significant or positive item mentioned. If non-fiction: 'What did you think was most interesting/useful here? Why did you think that?' If fiction: 'What can you tell me about this book?', 'What was the best bit? Why do you think that?'

Next, explore ideas for what the pupil might read before the next meeting. You may offer reading material or accept that the pupil will be able to find their own. Focus on what would be either interesting or useful for them to read and why.

Lastly, complete an agreed record including a comment on how the pupil is doing against their target. Agree on the time of the next meeting.

#### Key coaching tips

- Praise the amount of reading – never mind the quality (within reason!).
- Praise any signs of positive attitudes to the reading when they talk about it – for example, 'It's good that you remembered that', 'That's useful to know – I'm going to remember that!' and so on.
- Encourage further reading with suggestions or by providing material that matches their needs.

## More ideas

Emphasise that reading is not just about novels!

- Prior to your session, list all the reading you have done in the past day or so. Include every reading activity you have engaged in, however small; for example, road signs, signs in supermarkets, adverts, television screen, computer screen, instructions on food packets, as well as more formal activities such as reading a novel, homework, reading in class and so on.
- Share the list with the pupil you are coaching. Have they engaged with similar reading activities? Which ones did they enjoy or find useful? Why?
- Use the list and your discussion to show the pupil that reading isn't just about the reading that goes on in school. A lot of important reading goes on out of school. Try to emphasise and praise the reading they have done. Reluctant readers often don't value some kinds of reading, for example, comics and magazines, and perceive the reading of novels as the most important kind of reading and the only type that is valued by teachers.
- Try to emphasise that practising any kind of reading will help you to get better at it, but that some types of reading are more necessary in school and need to be practised as much as possible.
- Get them to keep a list of all the reading they do before your next meeting and to identify what was easy and successful for them and why. This will help to increase self-esteem and confidence. Also, what was difficult and made them feel stupid or unsuccessful and why.
- Go through the list praising success and discussing why it was successful, for example, if the pupil wanted to read instructions on a new DVD game. Give credit and praise for any reading undertaken, for example, comics, teenage magazines. Don't suggest that these are brought into school as they may deal with issues that are not appropriate for a Reading Challenge coaching session.

## Using their interests and hobbies

- Set specific tasks related to the pupil's interests, for example, 'For the next session I want you to find some books/articles/passages from CD-ROMs/other sources of information about the World Cup and we'll read them during the session.' Pupils will often respond to short passages or extracts as they see them as manageable. Read through any material that the pupil produces, using the strategies outlined in section 3 of this handbook. Bring any material you can find on the subject. This shows that you too value the interests of the pupil.

### **Using cliff-hangers**

Read the first chapter or first few pages of a book, leaving it at a 'cliff-hanger' moment so that the pupil will want to read on. Discuss what they think will happen next. This helps pupils to use information in the text to predict outcomes. Prediction is a very important reading skill. The pupil can then borrow the book and find out how it ends.

### **Using short novels**

There are a number of series of short but exciting reads for older pupils. Use these to motivate the pupil to read. They will feel a sense of achievement in having completed a book. Praise the number of books they have managed to read. This will help increase confidence and self-esteem.

### **Using books by a favourite author and introducing new authors**

Find out about the pupil's favourite author, if they have one. Use those books during your sessions. Then find different authors who write about similar things and introduce these to the pupil. Are these books as good as the ones by their favourite? If not, why not? If yes, why do you think that? These sorts of discussions will help to build up the pupil's ability to justify their likes and dislikes.

### **Using books of videos, DVDs, films and TV programmes**

Choose the book of a DVD, video, film or TV programme recently watched by the pupil. How did the book compare? Which did they prefer and why? List three positives about the book and three positives about the DVD/video/film/TV programme. Activities such as this help pupils to see images in their minds while reading. Imaging is a very important skill for reading and needs to be encouraged in poorer readers.

### **Using the school's reward system**

Set the pupil a challenge related to the school's reward scheme – for example, 'If you can read two books before our next session and tell me about the main characters/plots/settings, you can have a reward.' Agree any rewards with the school organiser beforehand.

## **2 Top challenge: To find and read a range of texts that will help me in my quest for understanding**

### **Target**

- Know where to look for reading material.
- Know how to select material that will be appropriate and interesting.
- Read more text.
- Read a range of texts.

## Coaching strategy

Arrange to meet your pupil once a week for 15–20 minutes.  
Each meeting can follow this format.

First, ask the pupil what texts they have read or needed to read for school work since the last meeting. 'How did you know where to look for these texts?', 'Did you find the information you needed?', 'Could you read the text easily?'

Praise the pupil for any strategies they've used for locating texts, for example, library index, Internet, CD-ROM and so on. Particularly praise them if they have chosen a text at the right level of reading so they could use it successfully.

Discuss any they may have missed out, for example, 'That's really good. Did you think of trying ...?', 'Do you remember I've used ... and found it very useful?', 'Do you remember we talked about ...?'

Next, find out if the pupil has any school work or homework to complete that requires the location of specific information or text. Discuss how this might be achieved, for example, using the library, learning resource centre or computer suite, and, if time allows, work with the pupil to locate information.

If the pupil does not have to complete a task like this, agree an area of interest/hobby/pastime and set the pupil a task, for example, find five different sources of information on ... and be able to talk about each one next time. Alternatively, ask them to choose some fiction or poetry from the school library or any other source, to begin reading it and bring it with them next time.

Lastly, complete an agreed record including a comment on how the pupil is doing against their target. Agree on the time of the next meeting.

### Key coaching tips

- Support with text selection.
- Organise joint visits to the school library and work with the pupil to locate appropriate texts.
- Recommend texts to the pupil to add to their range of reading.
- Give positive feedback on choices the pupil has made and the quantity of reading.

### More ideas

#### Visit the school library with your pupil

Use any booklets the school may have produced on using the library. Tour the library with your pupil, pointing out fiction, non-fiction and reference books, magazines/journals/newspapers, CD-ROMs, Internet.

Establish how familiar your pupil is with using any of these resources. How often does he or she use the library? Where does he or she feel most or least confident?

### **Making fiction choices**

- **The five finger rule**

Encourage your pupil to use the five finger rule to check whether they will be able to read the book. Pupils should be able to read a book on their own if they have problems with about five words in every hundred.

Find the first page of the book and start to read it. Stretch out the fingers of one hand. When you come to a word you don't know and can't work out, lower a finger into your palm. If you lower all five fingers you are unlikely to be able to read this book. Repeat the process with a page in the middle of the book and one near the end.

- **Look at the cover** – is it interesting?
- **Read the blurb on the back of the book** – is this going to be of interest to you? If no, you should not select the book. If yes, read a passage near the middle of the book. Is it still of interest? If no, then you are unlikely to finish the book and shouldn't choose it. If yes, you should choose the book. It's worth remembering that any author worth their salt can interest a reader in the first few pages but if it's still interesting in the middle it is probably worth reading.
- **Books by the same author** – have you read any other books by this author? Did you enjoy them? Did you finish them? Why not?
- **Coach finds out what genre the pupil likes and locates this section in the school library.** The coach then takes the pupil through the process of choosing a book using the above suggestions.
- **Fun activities for locating fiction books might include:**
  - finding out how many J K Rowling/Roald Dahl (or any other popular author) books are on the shelves;
  - finding out how many authors whose surname starts with 'N' (any letter near the middle of the alphabet would do) there are on the fiction shelves. The pupil could then choose a book by one of them to read before the next session;
  - the pupil producing an author alphabet by listing one author for each letter. This needs to be done as quickly as possible and is designed to help them move swiftly along the rows of books. The pupil could then choose one book to read before the next session. Ask the pupils to explain what they have chosen and why.

### **Making non-fiction choices**

- **Establish the reason for reading** – am I reading this for a test/ for enjoyment/for the main idea/to talk about later? What do I want to get out of it? Information/the story/the main ideas? What must I remember? Facts/ideas/settings/order of events/reasons why things happen? Do I have to read it all?

- **Research an animal/sport/famous person/invention/miracle medicine, etc.** Use encyclopaedias, non-fiction books, Internet and CD-ROM to produce a spider diagram of the information gathered in this way. Locate five different references, record the references and note whether or not the information was useful.

Topic	Title	Page numbers	Summary of information	Useful? Why/Why not?	How I would use this information
Reference 1					
Reference 2					
Reference 3					
Reference 4					
Reference 5					

### 3 Top challenge: To find the meaning in the texts that I read

#### Target

To be able to:

- say what a text you have read is about;
- answer questions on a text;
- go back and find a piece of information in a text.

#### Coaching strategy

Arrange to meet your pupil once a week for 15–20 minutes. Each meeting can follow this format.

First, discuss the reading the pupil has done since you last met. Ask questions such as: 'What happened in the story?', 'What were the main points?', 'What questions have you answered?', 'What information have you found?', 'Did you remember to ask yourself *why, where, when* and *how* type questions?'

Next, discuss the main purpose of the reading you are going to do together – for example, to find out more about a certain character/plot/setting, to answer questions that have been set for homework, to locate specific information and so on. Read the text together. The text might be a section from reading material the pupil has, or might

be supplied by the coach. Ask questions to check the pupil's understanding of the agreed points. Carry out the reading session using the key coaching tips listed below.

Lastly, complete an agreed record including a comment on how the pupil is doing against their target. Agree on the time of the next meeting.

### **Key coaching tips**

- Praise signs of understanding; don't worry about mistakes in reading aloud. The pupil's target is about understanding, not accuracy when reading aloud.
- Refer the reader back to a key point in the text for rereading to gain the required information. Prompt with 'What is it we're trying to find out here?'
- Ask pupils to underline important words or sentences (not in books, only on copies). Prompt with 'Why did you underline that particular word/phrase?', 'Why do you think I'm underlining this bit?'
- Reread headings and subheadings.
- Make sure the pupil is clear about the questions that need to be answered, or the information that needs to be found, before starting to read.

### **More ideas**

- A good coaching strategy for this target is to make the pupil aware that smart readers ask themselves questions when they are reading a text. These are the kind of questions a smart reader asks:
  - Why am I reading this text?
  - What kind of text is it?
  - What do I expect it to contain/be about?
  - Do I need to read it closely or should I skim it for basic meaning or scan it to locate the relevant part?
  - Are there any connectives that show me how ideas are linked in this type of text?
  - Does this piece present itself in the usual way for a text of this type or does it do things differently? What other writing does it remind me of, or contrast with?
  - Is there any other meaning 'between the lines' that I have to work out for myself?
  - What is the character thinking or feeling? What would I think or feel if I were them?
  - What does the writer want me to think at this point?

### **Non-fiction**

- Practise using the index, contents page and key words to locate sections in a book where the required information is likely to be found.



- Practise refining the key words used to carry out a search on the Internet with the aim of being more specific.
- Practise skimming skills by explaining that skimming is a technique of fast reading to find out the main idea in a piece of text.
- Model skimming for the pupil and talk your thoughts aloud. For example, 'I'm looking for the main idea here, so I'm moving my fingers down the side of the page and quickly moving my eyes across to skim the words. If I think I've found an important point, I'll underline the phrase or sentence, like this.'
- Provide a few short passages for you and your pupil to skim through to find the main points and make a note of them. The pupil and/or you must be able to justify why something is a main point.
- When your pupil is more confident, provide them with a passage you have skimmed and written the main points from. Do they agree with you? If not, why not? You can deliberately miss out some main points to see if they pick them up.
- Practise scanning skills by explaining that scanning is a technique of fast reading to locate key words or specific information in a text.
- Model scanning skills for the pupil and talk your thoughts aloud, for example, 'I'm looking for specific words here, so I'm moving my finger down the middle of the page and using my eyes to quickly glance on either side to see if any of those words are there. If they are, I'll underline them.'
- Give your pupil fun opportunities to practise scanning using, for example, take-away menus. 'I've ordered numbers 5, 29 and 3 from the menu. What am I actually going to be eating? I don't eat meat; what vegetarian pizzas are there on this menu?' Classified telephone directories can also be used, for example, 'I want to order flowers from "Roses R Us". What's their telephone number?'

### **Fiction**

- 'Who was the "goodie"/hero/heroine in this book? Tell me about him/her. Show me the pages in the book where you got this information.' The same can be done for 'baddie'/villain.
- 'Tell me about your favourite part of the story. Give reasons. Show me where some of this information is in the book.'
- 'Find me the most exciting/boring/scary/funny passage from this book. Read it to me and explain why you chose it.'
- Draw an outline of the main character(s) and put their main characteristics on as labels. Ask the pupil to back up the labels with reference to the text.
- 'Tell me about the key parts to the plot, and show me where they are in the book.'
- Write a book review for a particular book.
- Write a new blurb for a book that has been read.

- Plan a prequel and/or a sequel for a book. Both plans must take account of the characters/setting/plot and so on, and must be feasible. The pupil must justify why certain events and so on would be possible in a prequel or sequel by reference to the text.
- Formulate a number of questions about a book. The pupil scores one point for every question that is answered correctly. You score one point for each incorrectly answered one. A winner is declared.

#### **4 Top challenge: To shine all four searchlights on to the texts that I read**

##### **Target**

To be able to:

- sound out a word you don't know;
- look at the whole word and read it;
- use the rest of the sentence to help with a difficult word;
- use other clues on the page to help read accurately.

Some pupils will already use one or more of the above strategies – the teacher will have noted this on the pupil's profile. Concentrate on the strategies they don't use or find difficult to use. This will increase the range of strategies available to them.

##### **Coaching strategy**

Arrange to meet your pupil once a week for 15–20 minutes. Each meeting can follow this format.

First, ask the pupil, 'What can we do when we come to a word we don't know?' Ensure the pupil is praised for every strategy they mention from the target list above. Prompt with, 'Is there anything else we can do?'

Next, read the selected text with the pupil and focus on the pupil using a range of strategies to work out difficult words.

Lastly, complete an agreed record including a comment on how the pupil is doing against their target. Agree on the time of the next meeting and what the pupil will read beforehand.

##### **Key coaching tips**

- Go back to the first inaccurate word in a paragraph and ask the pupil to reread.
- Ask the pupil to look at the whole word.
- Ask the pupil to sound out the word.
- Ask the pupil to use any illustrations.
- Ask the pupil to use the rest of the sentence or paragraph to work out the unknown word.

- Praise good use of strategies when stuck on a word.
- Reinforce the strategy used by saying, 'Good, you looked at the whole word there!' or 'Great, you sounded that out brilliantly!'

## More ideas

### Smart readers ask themselves questions

The main coaching strategy for this target is to make the pupil aware that smart readers ask themselves questions when they come to a word they don't know. These questions reduce the number of possibilities for the unknown word. The main aim of coaching sessions is to make your pupil a smart reader who asks themselves questions.

What questions do smart readers ask themselves?

These are the kind of questions a smart reader asks:

- Can I build the word up?
- Can I work out the word from the rest of the sentence?
- Can I work out the word from what I know about the text?
- Can I work out the word from the initial sound?
- Do I reread the sentence to check that my idea makes sense?
- Do I miss out the word altogether and come back to it?
- Can I see any words I know within the word?
- Does this make sense? – perhaps the most important smart question.

Ask your pupil if he or she asks questions like these. Explain that any reader, however good they are, will always come across words they don't know and will have to work out what they are by asking themselves questions.

Explain that you can ask the questions quietly in your head or you can whisper them to yourself. Sometimes it helps to think aloud because you use more than one pathway to your brain. The more pathways you can use the quicker your brain works to solve the problem word. Whispering to yourself or talking out loud isn't babyish – lots of adults do it when they are stuck!

The more you practise solving words you don't know the better you get at it. The more smart questions you ask yourself the quicker you will solve the word. You need to ask a range of questions – if you always ask the same one and only that one (e.g. 'Can I build it up?'), you won't be successful.

Encourage pupils to run through the smart questions quickly, for example:

- Can I build it up? – no!
- Can I find words I know in it? – no!
- Can I guess it?
- Always end with 'Does it make sense?'

When they come to a word they don't know in their reading, praise them for a correct answer and good use of smart questions.

Give the pupil a smart questions prompt card as a memory aid.

Encourage your pupil to think of reading as a problem-solving skill and stress that we need to have as many strategies as possible for solving unknown words.

## Section 3: Prompts for coaching sessions

This section contains some general ideas and principles that you should bear in mind when you are coaching. It is organised according to the different stages a coaching session might go through.

### Stage 1: Establishing rapport

- It is essential that you build up a good relationship with the pupil you are coaching, so spend a few minutes at the beginning of each session putting them at ease.
- This will put the session on an enjoyable footing and helps them to relax. Readers who experience difficulties are often tense and wary because they expect to fail and this can be a barrier to progress and achievement.
- You might try to find out about their hobbies/interests/favourite computer game/favourite television programme and so on. Give them time to respond. This is particularly important in the first few sessions when they might be shy and reluctant to voice opinions.
- Don't be tempted to ask lots of questions at once; this can be intimidating. Steer clear of questions about family as this may appear intrusive.
- You might share your favourite television programme or similar so that they can learn something about you too.

### Stage 2: Establishing what's happened since the last coaching session and explaining the aims for this one

- Remind the pupil of the target that was set at the previous coaching session. Ask how well they think they have met the target – why do they think this? Gently probe for evidence to back up their claims.
- Discuss any issues that have stopped them reaching and/or not making progress towards the target. If necessary, pass them on to the school organiser.
- Outline the focus for this session. You may say something like 'So, for this session we're going to focus on the main characters/plot/setting/strategies you are using to help you with words you don't know.'

### Stage 3: The coaching session

If the book is new to your pupil:

- Look at the cover and discuss what the book might be about – this will help the pupil to use prediction skills more effectively when actually reading the book.

- Has the pupil read any other books by this author? How did they start? Then what happened? Other books by the same author may have a similar style and structure and this prior knowledge can be useful with the new book.
- Point out any names of characters or settings and say them aloud for the pupil. Get the pupil to repeat them. Names are often difficult for a pupil and being familiar with character and setting names will help build confidence.

If the pupil has already started on a book:

- Ask them to tell you about the story so far. Try to make this informal and friendly, for example, 'Can you tell me about the bits I've missed?' 'I can't remember what happens in this book, can you tell me?'

Vary the activities during each coaching session as much as possible.

- Read a few paragraphs to the pupil to get going.
- Read a few paragraphs simultaneously with the pupil.
- Let the pupil read unaided and show clearly that you are responding positively.

It is important for the pupil to understand that it is a partnership and that he or she is not expected to do all the work.

#### **Stage 4: Review of session**

Ask the pupil to comment on the following points.

- **What they felt went really well**

You can reinforce their comments by saying something like 'Yes, I really liked the way you didn't hesitate/used the picture cues/remembered what we worked on before/built up those words' and so on. The more positive and specific you can be about the strategies the pupil used, the greater the reinforcement will be for the pupil. This will increase their confidence and self-esteem.

- **What they felt didn't go so well**

You can pick up on any difficulties by saying something like 'Oh yes, I noticed you did that, but do you remember we talked about using picture cues/reading ahead/building up words/reading faster and so on? Do you think that would have helped? Will you try to remember it for next time?'

- **What they think they need to work on before the next session**

If the pupil gives an inappropriate response or has failed to identify something you consider to be essential, accept their comments but also introduce your own comments with something like, 'Yes, OK that would be good, but I think you might need to work on reading faster/thinking about characters/looking at initial sounds and so on as well. If you do that too, I think it will really make a difference to your reading.'

### **Stage 5: Making a record**

Use the agreed recording format and the notes from section 5 of this handbook to record what you and the pupil consider to be important about the session.

### **Stage 6: Agree targets for the next coaching session**

Using all the information you have gained during the session, agree a target with the pupil for the next coaching session. The target may well relate to what you want the pupil to read before you next meet, but could also pick up on and develop the points both of you discussed in stage 4.

## **Section 4: Arranging to meet your Reading Challenge pupil**

### **Before meeting your Reading Challenge pupil**

The school organiser will:

- introduce you to the pupil(s) you will be coaching;
- arrange somewhere for the coaching sessions to take place.  
This should be somewhere you and the pupil are clearly visible to other adults at all times, for example, the library or learning resource centre;
- brief you on the target the pupil is working towards;
- remind you of the main coaching strategies you will be using;
- suggest a time and a place for the first meeting;
- provide reading material for the pupil you are coaching if this is required for the pupil's challenge.

### **Initial meeting**

The first meeting should be fairly short – about 10 minutes or so.  
You should:

- introduce yourself to the pupil and tell them a little bit about yourself;
- explain the Reading Challenge programme and what it entails;
- make sure that the pupil is aware of his or her targets and has agreed them with the teacher. Check that they have their pupil's reading log and ask them to bring it next time;
- agree where you will meet your pupil for the first coaching session – it will be useful to have a copy of the pupil's timetable so that you know where he or she is coming from and in case the pupil forgets to come to the session;
- set dates for future coaching sessions and enter them in the Reading Challenge log;
- set the agenda for the next meeting.

If the pupil does not turn up for this meeting, wait 10 minutes after the agreed time and then contact the school organiser immediately.



## Subsequent meetings

- Use the stages and prompts in section 3 together with the appropriate coaching strategies outlined in section 2: 'Coaching strategies for specific targets'.
- Complete the record sheet and give feedback to the school organiser as required.
- Report immediately any concerns you may have with regard to pupil behaviour, attendance, lack of progress, poor attitude or safety.

If the pupil does not turn up for any meeting, wait 10 minutes after the agreed time and then contact the school organiser immediately.

## Section 5: Keeping a record

It is very important to keep a record of your coaching sessions and you will need to build a few minutes into each session to complete them. Records should be completed by you and the pupil you are coaching.

Records provide feedback for:

- the pupil you are coaching;
- the teacher who is coordinating the scheme;
- parents/guardians;
- you.

Records must provide information about your coaching sessions which is easily accessible, but they should be brief and only take a few minutes to complete.

As the coaching sessions progress, you will be able to use your records to talk with the pupil you are coaching about:

- the progress they have made towards their 'Top challenge';
- any persistent difficulties they are experiencing with reading skills, understanding or attitude;
- the coaching strategies they are using and how helpful they are finding them;
- making progress – some readers who have difficulties often believe they are making no progress. Good records can help to demonstrate to them that they are achieving and making progress;
- how they feel they are doing – this helps them to reflect on themselves as readers and to analyse their strengths and weaknesses together with the strategies they are using.

The teacher coordinating the scheme will also find the records useful and will discuss them with you and the pupil you are coaching on a regular basis.

## Recording the session: some useful prompts

It is not necessary to record everything that happens in a session. Record only what you consider to be significant. However, it is helpful for the school organiser to see the attempts at words the pupil makes:

This may be recorded like this: pupil's attempt = dig

word in book = pig

Or where no attempt has been made: pupil's attempt = ---

word in book = pig

Also give examples of difficult words that the pupil has attempted and read successfully.

You may find the following prompts helpful in deciding what to record about the session.

- Interested in the book?
- Concentrated well?
- Good pace?
- Read fluently, with expression and without hesitation?
- Understood what he/she read and was able to answer questions?
- Attempted to correct errors by ...?
- Managed to correct errors by ...?
- Used a range of strategies to attempt unknown words, for example, sounding out, using picture cues, using information in the text to predict, using initial sound plus guess, rereading from the beginning of the sentence?
- Able to discuss and voice an opinion on the plot, characters and setting?
- Able to make predictions about plot, characters and setting?

## Section 6: Golden rules

- Always be patient, positive and encouraging.
- Know the pupil's targets and the main coaching strategy you will be using. Keep it simple and stick to this. Remind the pupil of the target(s).
- Don't let the pupil down by not turning up for sessions.
- Act as a role model for the pupil.
- Believe that you can and will make a difference to the pupil you are coaching.
- Believe in your pupils and have a real wish to see them succeed.
- Be sensitive – know when to step in and when to be quiet.
- Remember to build on pupils' successes. Never forget that even if pupils are struggling with reading they will still have some success. Look for the positive.
- Remember that you are working with pupils to help them make progress towards a specific target – keep the focus on improvement in this area.
- Empower the pupil by sharing your skills and strategies – demonstrate how good readers act.
- Be prepared to stand back and let the pupil take the credit.
- Keep a sense of humour and make the sessions fun.
- Build up a special relationship with the pupil by taking an interest in them and using 'we' and 'us' rather than 'you'.
- Encourage pupils to have a go before offering help – remind them of the strategies they might use.
- Allow the pupil time to use his or her skills in order to work out unknown words before offering help.
- Give the pupil thinking time when you ask him or her a question.
- Praise! Praise! Praise! – **nothing** works better.

# Section 6

## Resource sheets

### Letter to parents/guardians

Dear (insert name of parent/guardian),

#### READING CHALLENGE

I am pleased to inform you that (insert pupil name) has been chosen to take part in a scheme called Reading Challenge. The scheme is designed to boost reading skills through one-to-one coaching.

At the start of the scheme, I will assess (insert pupil name)'s reading and set him/her a target. (Insert pupil name) will then meet regularly with his/her coach for coaching sessions that last up to 20 minutes. The coaching is focused by the target and will be provided by a teaching assistant/mentor/senior pupil who has been trained specially to undertake this role. Towards the end of term I shall assess progress towards the target and inform you of the results.

I hope you will agree to let (insert pupil name) take part in the scheme and that you will support Reading Challenge by encouraging the completion of any reading tasks that are set. Please contact me if you need further details or have any questions.

Please return the permission slip below as soon as possible.

Yours sincerely,

Reading Challenge organiser

.....

I give permission for \_\_\_\_\_  
to take part in Reading Challenge.

Signed \_\_\_\_\_

**Parent/guardian**

## Reading interview – Part 1 record sheet

Key questions	Response	Other responses
Do you like reading to yourself?	Very positive Positive Negative: <i>boring, hard work, slow, pointless, better things to do</i>	
What sort of thing do you choose to read by yourself?	Fiction: <i>regularly, sometimes, never</i> Information books: <i>regularly, only in the library, never</i> Magazines: <i>regularly, sometimes, never</i> Picture books, comics: <i>regularly, sometimes, never</i> Newspaper articles: <i>regularly, sometimes, never</i> TV guide: <i>regularly, sometimes, never</i> Environmental (e.g. CD covers, cereal packet): <i>regularly, sometimes, never</i> Nothing	
What have you read recently?	Shows knowledge of a range of reading material of appropriate difficulty and how to access it	
Can you think of any books that you would find interesting or useful to read next?  Where would you find them?	Shows some knowledge but lacks detail or range – mentions well-known but unlikely material (e.g. <i>Treasure Island</i> ) Shows little knowledge or interest in the world of print	

Key questions	Response	Other responses
Why do you read?	To get information Enjoyment School work Made to Nothing else to do	
Where do you regularly do some reading?	Home Home in bed In class Library Bus/train/car	
How do you feel if someone asks you to read something to yourself? Why do you think you feel like this?	Fine Depends what it is A bit worried Threatened/unhappy	
How do you feel if someone asks you to read something out loud? Why?	Fine Depends what it is A bit worried Threatened/unhappy	

## Reading interview – Part 2 record sheet

Key judgement	Positive indicators	Negative indicators
Does the pupil read for meaning?	<ul style="list-style-type: none"> <li>Attempts to self-correct errors that upset meaning</li> <li>Reads with some expression</li> <li>Pays attention to punctuation</li> <li>Can answer basic information retrieval questions</li> <li>Can answer questions requiring some inference</li> <li>Can sum up what a piece of text is about</li> </ul>	<ul style="list-style-type: none"> <li>Reads in a monotone</li> <li>Reads through punctuation</li> <li>Finds it difficult to answer questions on a text</li> <li>Unable to sum up main point of text</li> <li>Just wants to get through it – not worried if it makes sense</li> </ul>
Does the pupil apply a range of reading strategies?	<ul style="list-style-type: none"> <li>Uses context cues to predict</li> <li>Self-corrects using grammar knowledge</li> <li>Rereads the preceding words when stuck</li> <li>Reads on in sentence and goes back to problem word</li> <li>Recognises common words immediately</li> <li>Tries to break down longer words to read them</li> <li>Sounds out problem words</li> </ul>	<ul style="list-style-type: none"> <li>Has no strategy for reading unfamiliar words</li> <li>Relies heavily on just one strategy</li> <li>Unable to blend phonemes effectively</li> <li>Makes wild guesses based on looking at only part of the word</li> <li>Substitutes words which look similar to the word on the page</li> </ul>
What was the pupil's attitude to the reading task?	<ul style="list-style-type: none"> <li>Willing to read</li> <li>Shows interest in the content</li> <li>Concentrates well</li> </ul>	<ul style="list-style-type: none"> <li>Unwilling to have a go at unfamiliar words</li> <li>Wants to give up</li> <li>Fidgets, yawns and sighs</li> <li>Responds with anxiety/ hostility to questions</li> </ul>
Does the pupil recognise differences between the two texts?	<ul style="list-style-type: none"> <li>Uses terms <i>fiction</i> and/or <i>non-fiction</i></li> <li>Uses terms such as <i>story</i> and <i>information text</i></li> <li>Can explain why someone might choose to read each text</li> <li>Mentions features, e.g. speech in fiction text</li> </ul>	<ul style="list-style-type: none"> <li>Mentions insignificant features, e.g. length</li> <li>Shows little sense of the purpose or intended readership of the texts</li> <li>Not clear where such texts might be found</li> </ul>



## Reading interview text – fiction

'Honestly, you look more like a scarecrow every day,' Mrs Ormrod complained to her son Mervin. 'Why can't you smarten yourself up a bit? You don't see Brian Bosworth walking about like that.'

Mervin scowled his bionic scowl, which would one day turn his mum to pigeon-spattered stone. But not yet; Mervin was biding his time.

Mrs Ormrod wrenched Mervin's tie from one side of his neck to the other. Mervin gagged, pretending to be throttled.

'And that's enough of that! If you're trying to wangle a sick note out of me you can think again. You've had more time off this term than a broken clock.'

Just then the doorbell rang, and there was Brian Bosworth, standing to attention on the doorstep, smart as a guardsman. Brian grinned a clean, sparkling grin which Mrs Ormrod matched with a tender smile.

'Oh, come on in, Brian love! Our Mervin's nearly ready. He's just got to brush his shoes and comb his hair and clean one or two nasty marks off his anorak. I was just telling him how smart you always look. I never see any nasty marks on you.'

From *Scarecrows* by Hazel Townson, Methuen Children's Books Limited, 1989

### Suggested questions

- 1 What does Mrs Ormrod do to try and smarten Mervin up?
- 2 Does Mervin take a lot of time off school?
- 3 What does Mrs Ormrod think of Brian?\*
- 4 How does Mervin feel when his mother compares him to Brian?\*
- 5 What do you think will happen later in this story?\*

\* Questions requiring an element of inference or deduction

## Reading interview text - non-fiction

Foxes are good hunters. They eat carrion and wild fruits and hunt small rodents, rabbits, birds, grubs and insects.

A pair of red foxes occupy a territory, which they defend against other foxes. The male and female mate during mid-winter, and four to seven young are born after about fifty-one days. The dog fox brings food to the vixen while she is nursing and later both parents feed the cubs. By midsummer the young foxes begin to hunt on their own.

The red fox has usually been shown in fables and stories as a clever and sly creature.

### Suggested questions

- 1 Do foxes eat rabbits?
- 2 How does the dog fox help the vixen?\*
- 3 What are foxes in stories usually like?
- 4 What kind of writing is this? What is it for?
- 5 How is it different from the first piece you read?

\* Questions requiring an element of inference or deduction

**Reading profile sheet for \_\_\_\_\_ (pupil's name)**

<b>Attitude</b>	
Negative attitude to reading overall - reads very little - employs avoidance strategies	1 <input type="checkbox"/>
Accepts you have to read sometimes but does not read from choice - reads little	2 <input type="checkbox"/>
Sees reading as instrumental - will read for a purpose to get specific information - some voluntary reading but not extended	3 <input type="checkbox"/>
Positive about reading - might seek out reading material and enjoy reading but reading is still limited either by amount or repertoire	4 <input type="checkbox"/>

<b>Book knowledge</b>	
Reads little and has limited knowledge of the world of books and how to access it - may not distinguish between fiction and non-fiction	1 <input type="checkbox"/>
Displays some knowledge of a limited range of reading material and how to access it	2 <input type="checkbox"/>
Displays knowledge of a wider range of reading material and how to access it	3 <input type="checkbox"/>
Some evidence that the pupil can seek out a range of appropriate reading material independently	4 <input type="checkbox"/>

<b>Reading for meaning</b>	
No evidence of an active search for meaning and little comprehension	1 <input type="checkbox"/>
Some evidence of an active search for meaning - understands text at a basic level	2 <input type="checkbox"/>
Has the right approach to text but understanding is limited to what is stated literally	3 <input type="checkbox"/>
May be a slow reader but gains a good understanding of the text at all levels	4 <input type="checkbox"/>

Reading strategies	
<p><b>Either</b> Does not apply any appropriate reading strategies – simply sticks on unfamiliar words</p> <p><b>Or</b> Tries to sound out words but lacks the phonic knowledge to do this effectively</p>	<p>1 <input type="checkbox"/></p> <p>1 <input type="checkbox"/></p>
<p><b>Either</b> Relies almost entirely on guessing strategies when stuck and does not make appropriate use of phonic/graphic cues</p> <p><b>Or</b> Relies almost entirely on sounding out when stuck and does not make use of context cues</p>	<p>2 <input type="checkbox"/></p> <p>2 <input type="checkbox"/></p>
Uses a range of strategies but these are not always applied to good effect	3 <input type="checkbox"/>
Uses a range of strategies when appropriate	4 <input type="checkbox"/>

Target
Coaching

## Reading Challenge progress review sheet

Name: \_\_\_\_\_

### Participation

Good	<ul style="list-style-type: none"> <li>• The pupil has attended all or most of the coaching sessions.</li> <li>• The pupil has undertaken the reading and the other tasks set.</li> <li>• The coach always, or nearly always, comments positively on the pupil's engagement during the coaching sessions.</li> </ul>
Satisfactory	<ul style="list-style-type: none"> <li>• The pupil has attended 90% of the coaching sessions.</li> <li>• The pupil has undertaken most of the reading and the other tasks set.</li> <li>• The coach comments positively on the pupil's engagement during most of the coaching sessions.</li> </ul>
Unsatisfactory	

### Top challenge: attitude

Good	<ul style="list-style-type: none"> <li>• There is evidence that the pupil has been reading more text independently and has often commented constructively on the reading.</li> </ul>
Satisfactory	<ul style="list-style-type: none"> <li>• There is evidence that the pupil has been reading more text independently and has sometimes commented constructively on the reading.</li> </ul>
Unsatisfactory	

### Top challenge: book knowledge

Good	<ul style="list-style-type: none"> <li>• There is evidence that the pupil has found, selected and read some appropriate material on a number of occasions and is reading more text independently.</li> </ul>
Satisfactory	<ul style="list-style-type: none"> <li>• There is evidence that the pupil is developing the ability to find, select and read appropriate material and is beginning to read more text independently.</li> </ul>
Unsatisfactory	

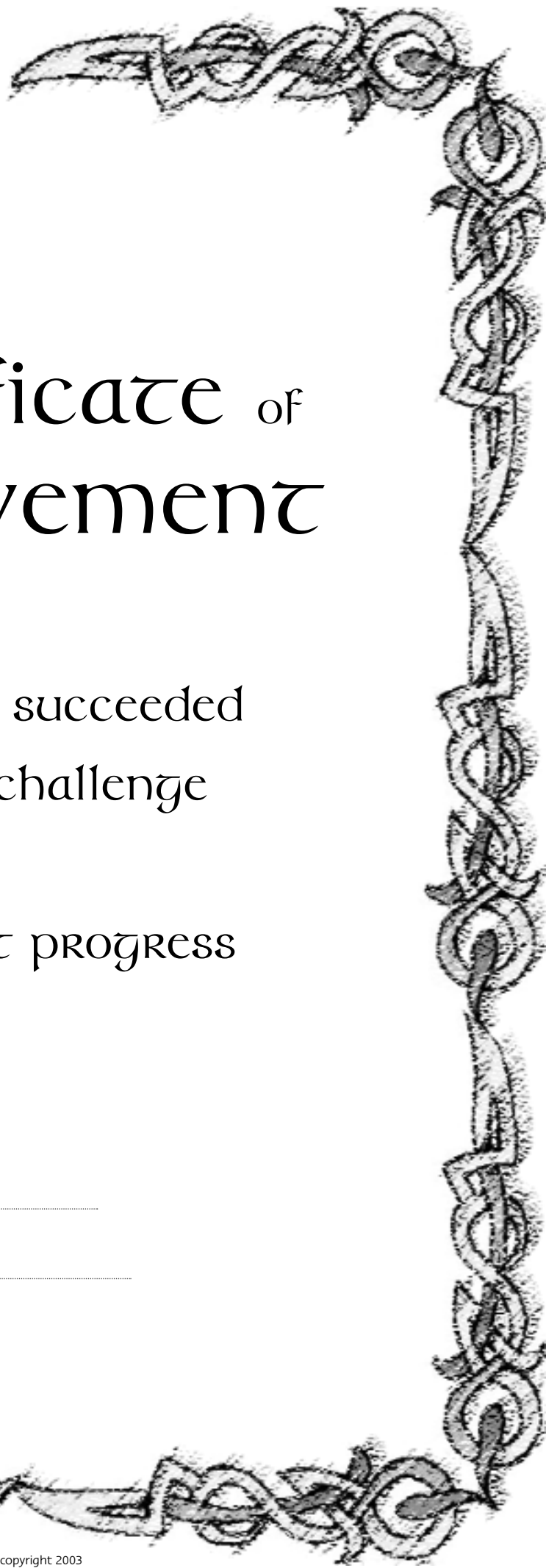
**Top challenge: reading for meaning**

Good	<ul style="list-style-type: none"> <li>• There is evidence that the pupil has been focusing more successfully on the search for meaning while reading texts in the coaching sessions and there is some clear evidence of improvement from the review activity.</li> </ul>
Satisfactory	<ul style="list-style-type: none"> <li>• There is evidence that the pupil has been focusing more successfully on the search for meaning while reading texts in the coaching sessions and there are some initial signs of improvement from the review activity.</li> </ul>
Unsatisfactory	

**Top challenge: reading strategies**

Good	<ul style="list-style-type: none"> <li>• There is evidence that the pupil is willing to have a go at challenging words and applies some or all of the searchlights to solve the problem - usually with success.</li> </ul>
Satisfactory	<ul style="list-style-type: none"> <li>• There is evidence that the pupil is willing to have a go at challenging words and applies some of the searchlights to solve the problem - with more success than when originally assessed.</li> </ul>
Unsatisfactory	

Next steps	
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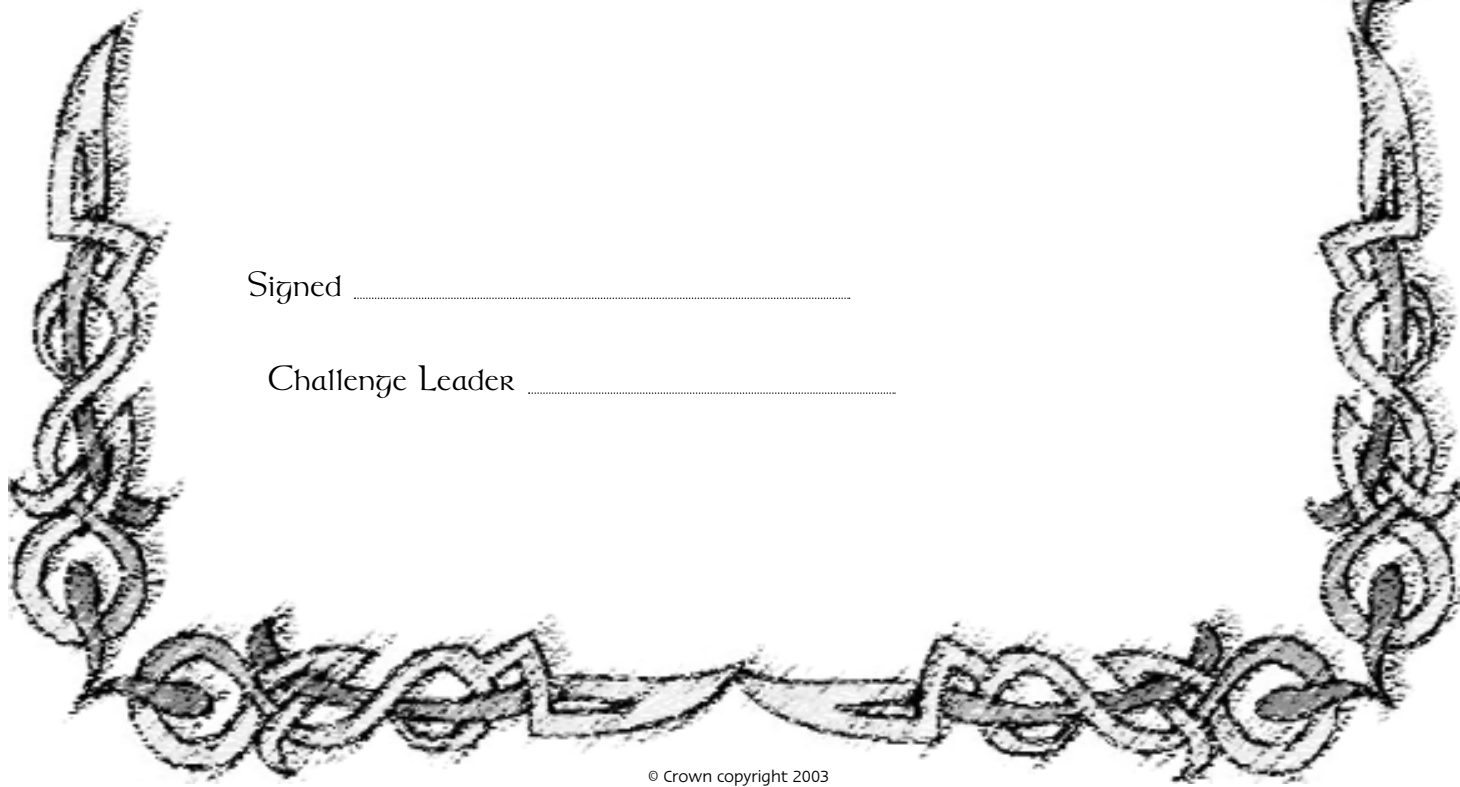
# Certificate of Achievement

You have succeeded  
in your challenge

Excellent progress

Signed .....

Challenge Leader .....





# Certificate of Achievement

You have succeeded  
in your challenge

Good progress

Signed .....

Challenge Leader .....



# OHTs

**for Coaches' training session**



## **There are five steps in the Reading Challenge scheme:**

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Step 1 – Identifying pupils who may benefit from Reading Challenge

Step 2 – Recruiting coaches

Step 3 – Setting individual targets

Step 4 – Individual coaching sessions

Step 5 – Review of progress against target



b m n p

meat break threat

ghoti



gh as in enough

o as in women

ti as in station





It is quite possible to read a text with a great many mistakes because we know what we expect to read; the sense is not affected until we disturb the construction of the language moving by sentences words or about so not they correct are grammatically



## Hin Spfli

---

Hin Spfli was a lop. Alken he goes on a denmore with Ghen. Spfli and Ghen sogat.

Fect in the sild they meet more lops. All the lops dund and then festin.

Questions (to be answered in complete sentences)

- 1 What was Hin Spfli?
- 2 Where did Spfli and Ghen go?
- 3 What did Spfli and Ghen do?
- 4 Who did they meet in the sild?
- 5 What did the lops do after dund?

From *Bright Ideas Teacher's Handbook: Reading*, Scholastic, 1987



reading your

with help need

you or before it done either have

you then task

this given were

you when corner

hand right

bottom the from

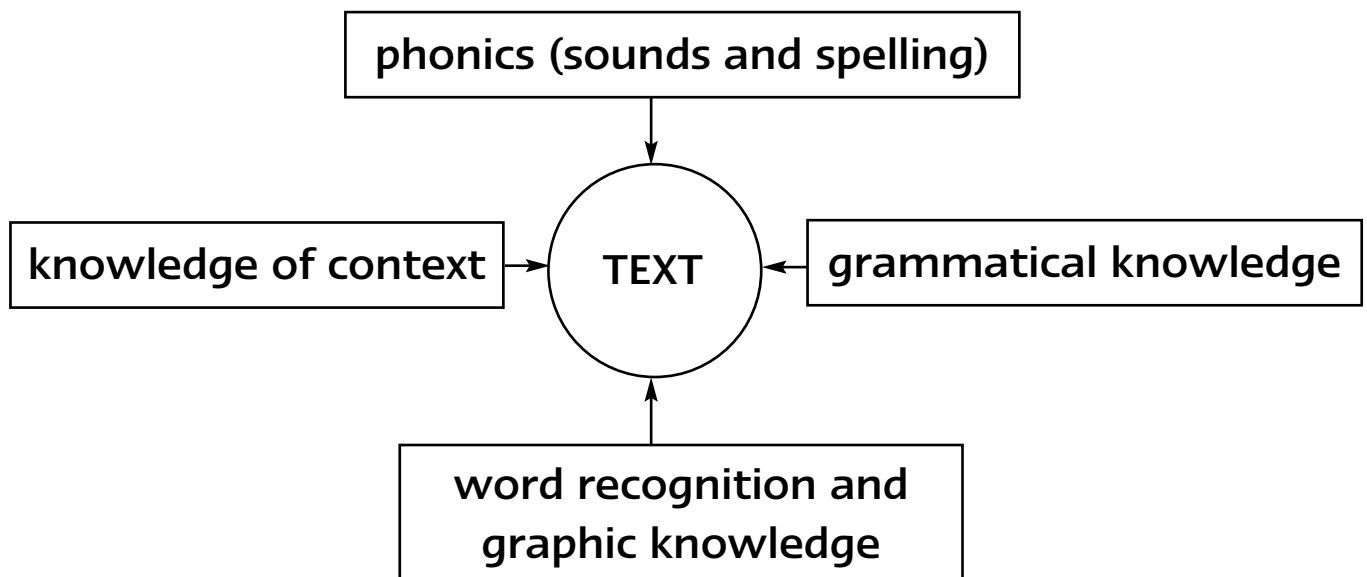
reading started

immediately you if



## Reading searchlights

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## **Children who have difficulty with reading are likely to:**

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- have already struggled with reading for up to seven years when they arrive at secondary school
- be spending a large proportion of their lives in a failure situation
- be falling further and further behind their classmates
- be experiencing pressure from teachers, parents and peers
- be jeered at or even bullied because they can't read well
- be developing a poor self-image, low self-esteem and behaviour problems
- be told they are a failure
- have less chance of securing permanent work in the future



## **The four 'Top challenges'**

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- To use reading as an ally in my quest for understanding
- To find and read texts that will help me in my quest for understanding
- To find the meaning in the texts that I read
- To shine all four reading searchlights on to the texts that I read



- What coaching strategies were being used?
- Was the coach focused on the target?
- How did the pupil respond throughout the session?



# Handouts

**for Coaches' training session**





## The Boy Who Cried Wolf

Once upon a time there was a small boy who lived in a village surrounded by forests. The little boy's name was Nat and he lived with his mother and father. Because Nat was an only child, he was rather spoilt and became used to getting his own way, but life in the village was happy and prosperous so this was not a small problem.

The only real cloud on the horizon was the wolf pack. Nat's father was a woodcutter, so he worked in the forest by day and when he came back, always before nightfall, he would tell of the danger of wolves and any signs of wolf activity he had seen.

Nat was warned not to go into the forest on his own and that if ever he saw a wolf, he was to shout, 'Wolf!' as loudly as he could.

★

One day Nat was playing outside. He was bored and lonely so he suddenly had the idea of shouting 'Wolf!' to see what would happen. He found the results to be both spectacular and satisfying. Many villagers came running out and he became the centre of attention for a whole hour as he described what he had not really seen.

And so it happened that Nat, whenever he was bored or had been asked to do something he did not like, would shout 'Wolf! Wolf!'. The villagers soon learnt to pay no attention and even Nat's mother lost patience with him.

The next winter was particularly harsh and at night time the wolves could be heard howling with hunger quite close to the village. It was worrying, but Nat's parents took the view that to mention the increased danger to their son would only be asking for trouble.

One bright morning long before Christmas, Nat went out to play snowballs. He wandered near the edge of the forest where there was some particularly fine, deep snow. Soon, he noticed a large wolf stalking him at the edge of the trees. He cried, 'Wolf! Wolf! No really this time Wolf!' but nobody came.

The pack descended and dragged the boy away into the trees.



## Record page

---

Pupil: **S Body**

Date	Coaching activity	Progress	For next time
15/9	S is finding this book quite difficult.	Doing well - he will get there in the end.	Keep going!
18/9	Still finding the book difficult but still trying.	Still making an effort. Some progress made since last week.	Continue with the effort you're making.
24/9	S did some lovely reading today.	He will definitely get there one day if he continues like this.	Keep trying as hard as you can.



## Record page

Pupil: **S Body**

Date	Coaching activity	Progress	For next time
15/9	S finds it difficult to know what information he's trying to get from a text. We used a highlighter to underline important words and practised asking questions like 'What do I want to know?'	We read his geography book and I showed him how to ask himself questions. We talked through his geography homework. He will finish it on his own.	Bring the finished homework and be ready to tell me what questions you asked yourself when you were reading.  Keep a list of the different texts you come across during the week and why you think you were reading them.
18/9	We discussed S's list and talked through the purpose for the reading. I kept prompting with 'What is it we're trying to find out here?' Locating sections in a book is still a problem, S always starts at the front.	S has started to prompt himself when he has some reading to do.	Practise using index and contents pages to locate particular information. Bring the books you have used with you to show me how you do it.



# Section 7

## Appendices

### Appendix 1

#### Reading Challenge terminology

The use of the 'Challenge' terminology is designed to add a 'game' element to the scheme and to help avoid any stigma that might attach to receiving extra help with reading. It draws on the traditions of fantasy literature (and now computer games) where heroes are set challenges, go on quests, face problems and are often helped by friends and allies. The exception is the 'searchlights' metaphor, which derives from the National Literacy Strategy (see Appendix 2).

The use of the terminology is, however, entirely optional and it is quite possible to run the scheme without it by making minor adaptations to some of the materials.

#### Glossary

Teacher organiser	<i>Challenge leader</i>
Coach	<i>Challenge coach</i>
Pupil	<i>Challenger</i>
Pupil's identified area of weakness	<i>Top challenge</i>
Target	<i>The object of your quest</i>
Reading strategies	<i>Searchlights</i>

## Appendix 2

### The searchlights model

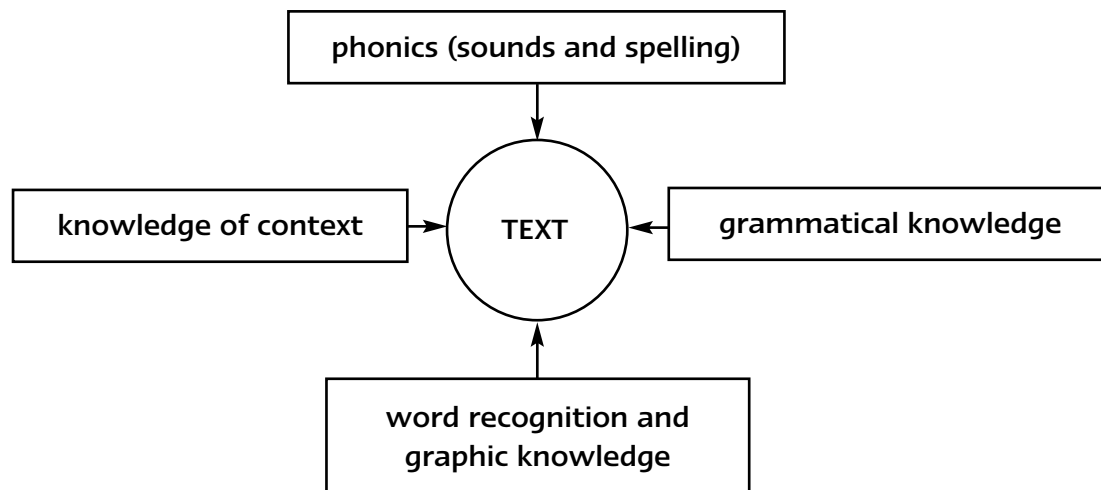
It is generally agreed that reading is a process of actively constructing meaning from a written text. Readers need to pay attention to four types of cues and draw on four kinds of knowledge to undertake this process successfully. The four types of knowledge are:

- knowledge of context;
- word recognition;
- knowledge of the sound/spelling system of the language (phonics);
- knowledge of grammar.

In the process of reading, readers draw on these areas of knowledge to a different extent at different times depending on how proficient and experienced they are as readers and on the degree and kind of difficulty presented by a particular text.

The National Literacy Strategy developed a metaphor to communicate this theoretical model to teachers and teaching assistants. The process of paying attention to all the available cues when required was described as turning searchlights on to the text to illuminate its meaning and was represented in this diagram.

### Reading searchlights





### **The phonics searchlight**

When faced with an unfamiliar word, this is the process of building the individual sounds represented by the letters or clusters of letters into a word. Even the most experienced reader will use this strategy when faced with technical terms or people's names that are unfamiliar. To use this strategy effectively requires a knowledge of the alphabetic system and the way (complex in the case of English) that this system represents the sounds of the language.

### **The grammar searchlight**

A reader's intuitive knowledge of grammar sets up clear expectations about the kind of word to expect in a given sentence slot. We also have expectations about word endings based on concepts such as tense and number. These expectations help us predict ahead as we read and allow us to confirm whether the meaning we are constructing makes sense. A common strategy associated with the grammar searchlight is a kind of double-take which sends the reader back to the start of the sentence to check for accuracy because the grammar is failing to stack up. For instance, if we read *The man go in the house*, our grammar searchlight sends us back to see if the word was not in fact *men* as the grammar of the language would demand.

### **The word recognition searchlight**

Readers come to recognise many words on sight. Obviously, the more common the word, the more likely it is to be recognised immediately in this way. The more people read and the greater the range of their reading, the more words they recognise instantly. Another important aspect of this is that readers also recognise parts of words that commonly occur, for example, *-ing*, *-ation*, and so on.

### **The context searchlight**

This searchlight makes use of the reader's understanding of the whole context to predict or to confirm information from other cues. The context includes the words and sentences that surround the one being read and other information on the page such as illustrations. It also includes the wider context of the reader's prior knowledge of the subject matter, its associated vocabulary and the text-type. For instance, if we know we are reading a fairy tale and the first words we read are *Once upon a ...*, our knowledge of context will easily allow us to predict the next word.

The searchlights model underpins the teaching of reading in the National Literacy Strategy and the Key Stage 3 Strategy. The Reading Challenge scheme is designed to help those pupils who do not have the reading strategies to switch on all the searchlights when required.

## Appendix 3

### Running records (miscue analysis)

The reading interview should provide sufficient insight into a pupil's reading to allow target setting. Teachers may, however, want to supplement this with an actual record of the pupil's reading that identifies the errors made and the strategies the pupil used to self-correct and to read unfamiliar words. This will require more time and teachers may need some practice before they become confident with this process.

There are many different ways of taking a running record. If teachers are familiar with one of these, then they are advised to use it. If not, a simple version is shown here.

To make a running record you will need:

- a copy of the text that you can annotate (it is often helpful to enlarge the text to give more space for this);
- a tape recorder to record the pupil's reading (this may become unnecessary after practice).

To complete the process you will need to:

- listen to the reading;
- annotate the text using the symbols suggested below;
- consider what the running record tells you about the pupil's strengths and weaknesses.

The symbols for annotation are listed below.

Word read correctly	Tick	
Word not attempted	Delete	
Another word substituted	Delete and write substitution above	
Word missed out	Circle	
Word added	Insertion mark and write word	

Correction	Line from the point when the pupil decided to correct	<i>carry</i> They eat/ <u>carrion and wild fruits</u>
Phonic blend - successful	p + tick	<i>p</i> ✓ They eat carrion and wild fruits
Phonic blend - unsuccessful	p	<i>p</i> They eat carrion and wild fruits
Hesitation	Slash	They eat/ <del>carrion</del> and wild fruits
Word supplied by teacher	t	<i>t</i> They eat carrion and wild fruits

